

VOLUNTEER COACH RETENTION

A Basis for Understanding Volunteer Coach Retention in Youth Sports

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Abstract

Youth sport organizations depend on volunteers to coach the teams in the organization. The purpose of this quantitative study was to develop a further understanding of volunteer coach retention in youth sport. The data was collected through a quantitative questionnaire which used close-ended and Likert-scale questions. The questionnaire collected data on the modified Model of Volunteer Retention in Youth Sports, reasons to withdraw from coaching and human resource management. There were 126 surveys collected from members of the three largest youth sport associations in the town of Aylmer, Ontario. The study found that Person-Task fit was the best predictor of volunteer coach retention as it significantly correlated to one's intention to continue coaching ($p < 0.01$). Furthermore, additional reasons were found to explain withdrawal from coaching - if one's child stops playing the sport or if coaching is too time consuming. The retention of volunteer coaches in youth sport organizations requires a multi-dimensional approach in understanding how to best retain volunteer coaches.

Keywords: volunteering, volunteer retention, volunteer withdrawal, youth sport, coaching

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Table of Contents

| | |
|---|-----|
| Abstract | ii |
| Acknowledgements | iii |
| List of Figures | vi |
| List of Tables | vii |
| Chapter 1 | |
| Introduction | 1 |
| Purpose of the Study | 3 |
| Research Objectives | 4 |
| Research Questions | 4 |
| Significance of the Study | 4 |
| Assumptions | 5 |
| Definition of Terms | 5 |
| Terms from the Model of Volunteer Retention in Youth Sports | 6 |
| Chapter 2 | |
| Literature Review | 7 |
| Parents as Coaches | 7 |
| Volunteer Retention in Youth Sport | 7 |
| Model of Volunteer Retention in Youth Sport | 7 |
| Reasons to Continue Coaching | 10 |
| Reasons for Withdrawal | 14 |
| Overlying Principles | 16 |
| History of Volunteering | 16 |
| Human Resource Management | 18 |
| Chapter 3 | |
| Methodology | 24 |
| Research Questions and Hypothesis | 24 |
| Methodology of the Study | 24 |
| Sampling | 26 |
| Ethical Considerations | 28 |
| Reliability & Validity | 30 |
| Modifying the Model of Volunteer Retention in Youth Sports | 32 |
| Questionnaire | 33 |
| Data Collection | 37 |
| Data Analysis | 41 |
| Chapter 4 | |
| Results | 44 |
| Demographics | 44 |
| Factor Creation | 46 |
| Research Question 1 | 50 |
| Hypothesis 1 | 50 |

| | |
|---|----|
| Hypothesis 2..... | 50 |
| Research Question 2 | 51 |
| Hypothesis 3..... | 51 |
| Research Question 3 | 54 |
| Hypothesis 4..... | 54 |
| Hypothesis 5..... | 54 |
| Further Analysis..... | 56 |
| Parent Issues While Coaching | 56 |
| Human Resource Management | 57 |
| Chapter 5 | |
| Discussion | 59 |
| Modified Model of Volunteer Retention in Youth Sports | 59 |
| Coach Withdrawal | 63 |
| Politics of Coaching..... | 65 |
| Human Resource Management | 67 |
| Limitations | 69 |
| Future Research | 71 |
| Conclusion | 72 |
| References | 75 |
| Appendix A..... | 82 |
| Appendix B | 88 |

List of Figures

| | |
|--|----|
| Figure 1- Model of volunteer retention in youth sports..... | 10 |
| Figure 2- Modified model of volunteer retention in youth sports | 33 |
| Figure 3- Birth year of respondents | 45 |
| Figure 4- Level of education of respondents | 45 |
| Figure 5- Number of children playing in youth sports | 46 |
| Figure 6- Human resource management principles importance and rating | 58 |
| Figure 7- Relationships in the modified model of volunteer coach retention in youth sport | 62 |

List of Tables

| | |
|---|----|
| Table 1- Correlation among the items on managerial treatment..... | 48 |
| Table 2- Correlation among the items on person-organization fit..... | 48 |
| Table 3- Correlation among the items on empowerment..... | 49 |
| Table 4- Correlation among the items on person-task fit | 49 |
| Table 5- Correlation among the statements on intention to continue coaching..... | 49 |
| Table 6- Correlation of intention to continue coaching and the factors of the model of volunteer retention in youth sports | 51 |
| Table 7- The frequency of reasons to withdraw from coaching | 53 |
| Table 8- Political reasons for one to withdraw from coaching | 55 |
| Table 9- Political reasons why one did not coach..... | 55 |
| Table 10- Reasons why one did not coach..... | 56 |
| Table 11- Problems with parents by sport | 57 |
| Table 12- Situations with parents | 57 |

Chapter 1: Introduction

Youth sports have a significant impact on sport participants and their communities (Fraser-Thomas & Cote, 2006; Fraser-Thomas, Cote, & Deakin, 2005; Humpries, 1991; King, Petrenchik, Law, & Hurley, 2009; Sacker & Cable, 2005). They allow for physical and motor development, as well as psychological and social benefits (Fraser-Thomas et al., 2005). Unfortunately, there has been a recent decline in the number of youth sport volunteers (Doherty, 2005; Heidrich, 1990; Kim, Chelladurai, & Trail, 2007; Putnam, 2000), which lead to a decrease in the quality of youth sport programming (Borello, 2010; Safai, Harvey, Levesque, & Donnelly, 2007; Wiersma & Sherman, 2005). Doherty (2005) found that in Canada the general volunteer rate of 31 percent in 1997 fell to 27 percent in 2000; the number of people specifically volunteering in youth sport organizations also dropped four percent during this time period. How will potential participants reap the benefits that are available through youth sports if there are dwindling numbers of volunteers? As Wiersma and Sherman (2005) stated, “the existence of community based sports programs depends primarily on the leadership of volunteer coaches” (p. 325). Safai et al. (2007) supported this claim by emphasizing the importance of volunteers from the grassroots level to the international level. Young children and competitive amateur athletes both depend on volunteer coaches. Kim et al. (2007) found that parents are the most common type of volunteer. Without an adequate number of volunteers, youth sport organizations will likely have difficulty providing the same programs and/ or the same quality of programs to the youth in their communities.

With fewer volunteers, sports organizations have coped by requiring their volunteers to contribute more hours (Doherty, 2005; Safai et al., 2007). Safai et al.

(2007) predicted an increased workload will lead to burnout. Doherty (2005) explained that the problem is keeping dedicated volunteers. Without dedicated volunteers, the workload becomes even more onerous on the existing volunteers who are conscientious; therefore, the problem is finding and retaining effective volunteers.

Kim et al. (2007) approached the problem of a declining number of youth sport volunteers by addressing the fact that organizations must find ways to retain current coaches. When volunteers cannot be retained, it leads to a problem of quality within the programs that are being instituted (Kim et al, 2007). New coaches are not necessarily “good coaches” as they may not have the coaching education and experience that other volunteer coaches have (Petitpas, Cornelius, Van Raalte, & Jones, 2005). Therefore, the best way for youth sports associations to approach this problem is through retaining experienced volunteers (Kim et al., 2007). The Model of Volunteer Retention in Youth Sport was developed by Kim et al. (2007) to examine the volunteer’s intention to continue volunteering. The four aspects included in the model were: person-task fit, person-organization fit, management treatment, and empowerment. Kim et al. (2007) generated models to compare these first three factors and the use of empowerment as a mediator within them.

There are other reasons why volunteers choose to either continue or withdraw from coaching. Motivations for one to continue volunteering include having a child on the team (O’Conner & Bennie, 2006; Weiss & Sisley, 1984) or simply enjoying the tasks (Driedger, 1997). There are also different motivations for one to quit coaching such as parents causing too much stress (Wiersma & Sherman, 2005) or the organization being a hindrance rather than a help to the coach (Starnes & Wymer, 2001). The absence of

certain supports are also seen as negative; however, when the organization resolves these issues, the coach may be more willing to continue coaching.

Coaches in youth sport are valuable resources, but only coach for five years (Bloom, Loughhead, & Newin, 2008). Some organizations are keeping their coaches by adopting a more business-like approach through human resource management (Cuskelly, Taylor, Hoye, & Darcy, 2006b). Human resource management is connected with every aspect of an organization (Hoye, Smith, Nicholson, Stewart, & Westerbeek, 2005). The main components are planning, recruitment, screening, orientations, training and support, performance management, and recognition (Darcy, Taylor, Cuskelly, & Hoye, 2008). Darcy et al. (2008) present a fundamental basis for volunteer organizations in order to make human resource management an integral part of running of these organizations.

The current study examined reasons why volunteer coaches choose to coach and continue coaching within youth sport organizations. A modified version of the Model of Volunteer Retention in Youth Sports (Kim et al., 2007) was utilized as well as exploring other reasons why one begins, continues with and/ or withdraws from volunteering. In addition, human resource management was explored in terms of how its principles affect the operations of community youth sport organizations.

Purpose of the Study

The purpose of this quantitative study was to investigate coach retention in youth sport organizations. An understanding of coach retention in youth sports was examined through a questionnaire completed by members of three associations in Aylmer, ON. For the context of this study, a member of the association is a parent, board member, or coach within that association (it is assumed that those roles may overlap). The results of this

study provide information on best practices for youth sport organizations in terms of motivating current coaches to continue volunteering.

Research Objectives

The research objectives of this study were:

- To test the factors of the Model of Volunteer Retention in Youth Sports with a sample of members of youth sport associations; to test if any of the four factors of the Model of Volunteer Retention in Youth Sports were more important than others;
- To determine why some parents do not volunteer to coach the team(s) that their children play on.

Research Questions

Research Question 1: Will managerial treatment and empowerment be more strongly related to volunteer retention than person-task fit and person-organization fit?

Research Question 2: In terms of reasons for withdrawing from coaching, are the controllable factors of coach withdrawal presented more often than the uncontrollable factors?

Research Question 3: Do the politics (board member and parent issues) of coaching affect one's willingness to continue volunteering?

Significance of the Study

The significance of the study is to understand coach retention and the model of volunteer retention in youth sports, as developed by Kim et al. 2007, will provide insight on the matter of volunteer coach retention. In the current study all four factors of the model were viewed as different factors in trying to decipher why youth sport coaches continue volunteering. This was done to allow analysis on each factor separately and to

determine if one factor was a better predictor than others. With a better understanding of how to retain coaches through the use of the four factors provided by Kim et al. (2007), youth sport organizations will learn how to keep their volunteer coaches.

Assumptions

The main assumptions of the study were that the members who voluntarily participated in this study were able to understand the survey questionnaire and provide honest answers. It is also assumed that respondents of the survey only answered questions required of them and not on an area they had no information on. An additional assumption is that Kim et al. (2007) used factors in the Model of Volunteer Retention in Youth Sports which accurately portray the issues that are important in coach retention of youth sport volunteers. The statements for each factor have been borrowed directly from Kim et al. (2007) and were similarly implemented using a Likert scale.

Definition of Terms

Youth sport. Youth sport is a sport that is played by children and adolescents, usually between the ages of four and 18 years. Crossman (2008) defined sport as “an institutionalized competitive activity that involves rigorous physical exertion or the use of relatively complex physical skills by participants who are motivated by some means” (p. 5). These leagues have officials regulating the game and coaches assisting and teaching the players.

Volunteer coach. Volunteer coaches are those who “contribute their time, skills, and experience to an organization for which they receive no payment beyond expenses incurred” (O’Conner & Bennie, 2006, p. 28). A coach is one who provides support to his or her players (Smith & Smoll, 1997); coaches have varying abilities, experience, and

education. Some roles of coaches are: to provide leadership; to teach skills and improve sport performance; to manage the team, and at times, to reach competitive goals (O'Conner & Bennie, 2006). Specific to this study, volunteer coaches are all of those on a coaching staff regardless of their title; coaches, assistant coaches, managers, and trainers were included.

Terms from the Model of Volunteer Retention in Youth Sports

Person-Task fit (P-T fit). P-T fit is the match between the volunteer's abilities, knowledge, and skills as well as the requirements of the job or task, within the organization (Kim et al., 2007).

Person-Organization fit (P-O fit). P-O fit is the fit of a particular volunteer and the organization based on the values, goals, and the way operations are conducted (Kim et al., 2007).

Managerial treatment. Managerial Treatment addresses the way a volunteer is treated by those in power positions. The treatment of volunteers may deal with clarification of tasks, support in reaching accomplishments, and recognizing the performance (Kim et al., 2007).

Empowerment - Empowerment is a function of the experience of power and perceived control (Kim et al., 2007). Through these functions, one has an intrinsic motivation to his or her own role in their work (Spreitzer, 1995).

Chapter 2: Literature Review

Recently, there has been a decline in the number of volunteers in youth sport, specifically coaches (Doherty, 2005; Heidrich, 1990; Kim et al., 2007; Putnam, 2000). To explore this issue, one must consider the many important factors related to the retention of volunteer coaches in youth sports. What are the reasons for a coach to continue coaching? What are the reasons for a coach to withdraw from coaching? There are overlying principles, such as the history of volunteering, which help to explain potential reasons for the decline in volunteers, and human resource management which affects the relationships organizations have with volunteers. In order to understand volunteer coach retention one must understand who coaches are and why they coach.

Parents as Coaches

Busser and Carruthers (2010) found that 90 per cent of coaches had children on the team that they were coaching. Barber, Sukhi, and White (1999) found that it was common for a coach-player relationship to also be a father-son relationship. Volunteer coaches often have a child on the team. Similarly O'Connor and Bennie (2006) concur that the motive to being a coach is family involvement in the sport; these parents begin volunteering because of their child's involvement in the sport (Kirk & MacPhail, 2003; Weiss & Fretwell, 2005). It is extremely important for youth sport organizations to continue to attract parent coaches as they are the most common volunteers.

Volunteer Retention in Youth Sport

Model of Volunteer Retention in Youth Sport. The model of volunteer retention in youth sport includes different factors that affect the volunteer's willingness to continue with that association (Kim et al., 2007). The model is designed to examine the

relationship between person-task fit (P-T fit), person-organization fit (P-O fit), managerial treatment (MT), empowerment, and the intention to continue volunteering.

P-T fit refers to how the volunteer fits into the tasks that are being asked of him or her by the organization (Kim et al., 2007). One could also consider this as “person-job fit”, a term used by Edwards (1991), which were based more on the “needs, desires, and preferences of an individual and the supplies of the job” (as cited in Kim et al., 2007, p.153). Weiss and Sisley (1984) stated that volunteer coaches are more task oriented and less affiliation or self oriented compared to other volunteers. Volunteers need to be placed in positions with the organization that they are interested in, and where they are using the skills that they excel in (Wymer & Starnes, 2001). At times, it may be easier for organizations to search for volunteers to fill specific openings in programs (Hustinx & Handy, 2009). When filling a specific position, volunteers know in advance what they are being asked to do and whether or not they meet the requirements. Knowing where volunteers are best suited in the organization ensures that the task(s) are within his or her capabilities.

P-O fit refers to whether or not the volunteer fits into the values and goals of the organization (Kim et al., 2007). Hustinx and Handy (2009) argued that the volunteer needs to share the goals and values of the organization in order to form a relationship and build trust; specifically “the congruence between the norms and values of the organizations and the values of persons” (Chatman, 1989, p. 339). When the norms and values are similar, it allows for more compatibility in the program. Cuskelly (1995) found that accepting and agreeing with the goals and values of an organization lead to a greater sense of commitment. For example, within youth sports the philosophy of the

organization is especially important when it comes to winning. Humpries (1991) discussed how most participants like to play and winning is secondary, yet there are some players who are focused on winning. In this situation, the coach and organization need to agree on a balance between winning versus playing for enjoyment in order to avoid conflict.

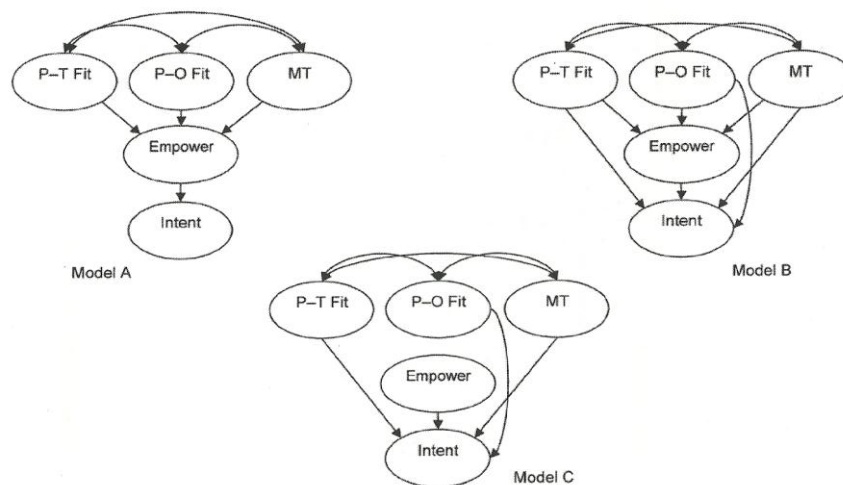
Managerial treatment refers to how the volunteer is treated by directors, or the board of the organization (Kim et al., 2007). It is therefore important that volunteer coaches are rewarded for their work and are supported through strong positive relationships with the administrative board (Hustinx & Handy, 2009; Kim et al., 2007; Weiss & Sisley, 1984). A strong working relationship allows for good communication and their experience is more enjoyable. The organization must keep this in mind when deciding on board members.

Empowerment involves enabling the volunteer to do a given job to the best of his or her ability. This occurs when trust is placed in the volunteer to do a good job and the volunteer does not have to check with the organization continually to ask permission to proceed in a certain direction. In other words, there is a feeling of control over the situation (Kim et al., 2007). According to Spreitzer (1995), empowerment is related to meaning, competence, self-determination, and impact. These aspects combined allow the coach to feel empowered in his or her volunteer position. If a coach does not feel empowered, it may make him or her consider whether or not they are truly respected by the organization.

According to Kim et al. (2007) all of the factors included in the Model of Volunteer Retention in Youth Sports affect the volunteer's willingness to continue to

coach within the organization. In the development of this model, three different models were tested to observe which path between these factors was most efficient in retaining volunteers (Kim et al., 2007). The study found that empowerment was effective when used as a mediator between the experiences (P-T fit, P-O fit, & MT) and the outcomes (Kim et al., 2007). However, the model that used empowerment as a complete mediator worked better than the one that partially used empowerment (Kim et al., 2007). Furthermore, Kim et al.'s (2007) study reflected volunteer perceptions of P-T fit, P-O fit, MT, and empowerment are the rewards sought by volunteers. Kim et al.' (2007) development of the model is shown in Figure 1.

Figure 1- Model of Volunteer Retention in Youth Sport (Kim et al., 2007)



The current study goes beyond the aspects of P-T and P-O fit, managerial treatment, and empowerment as there may be other factors that impact coach retention in youth sports. It deals with the reasons for one to continue or withdraw from coaching.

Reasons to Continue Coaching. Organizations need to ensure that volunteer coaches remain positive about their coaching experience in order for them to wish to

continue. While P-T fit, P-O fit, managerial treatment, and empowerment are all important, other factors must be considered. Starnes and Wymer (2001) discussed the fact that volunteers, especially early in their development, need to be supported through leadership and supervision. Early support allows for a smooth transition into the organization. If the volunteer is placed within their area of interest and a position that uses current skills this will help him or her become more comfortable in their volunteer position (Starnes & Wymer, 2001). Within a youth sport context, a coach may feel more comfortable coaching a particular age group. Kim et al. (2007) discussed the fact that volunteers must be given specific roles and expectations. If there is uncertainty and/ or a lack of support, the volunteer may lose confidence and look negatively upon their future involvement in the organization.

Youth sport organizations should provide positive benefits to coaches in order to retain them. O'Conner and Bennie (2006) discussed the personal benefits available to parents and relatives. Quality time with a member of one's family, taking pride in seeing a child's accomplishments, and social interactions with the child are all reasons to consider coaching a family member (Weiss & Fretwell, 2005). When that family member continues playing, assuming no negative experiences happen, and the volunteer is more likely to remain with the organization.

Volunteer coaches may chose to continue coaching after a family member has stopped playing. Busser and Carruthers (2010) found that some coaches begin by coaching their children but are motivated to help participants thus they continue coaching. Starnes and Wymer (2001) discussed that volunteers without children on the team must feel appreciated. They must be provided with a chance to express their

beliefs, goals, and values, and be offered a chance to develop friendships (Starnes & Wymer, 2001). When a volunteer gains a positive reaction from their involvement, he or she is more likely to continue volunteering. Volunteers want to ensure that they are making a difference in the lives of youth through instilling positive values (Busser & Carruthers, 2010). The positive reaction may not be external however, as O'Conner and Bennie (2006) found that some coaches volunteer for the personal enjoyment of coaching. This includes having a general interest in the sport or teaching skills. Other volunteer coaches strive for a sense of accomplishment (Starnes & Wymer, 2001). O'Conner and Bennie (2006) stated that some coaches continue for reasons such as pride, achievement, and success. Being good at something is important, thus having the chance to succeed at volunteering may be a reason to continue in that role.

Pfahl (2008) discussed suiting the needs and wishes of a volunteer demonstrates that they are important. O'Conner and Bennie (2006) reported that coaches need to be valued, supported, recognized, and rewarded while coaching. By valuing their volunteers, organizations encourage individuals to continue to coach. Reaching volunteers' needs include providing necessary training. Coaches should be committed to being trained in all areas of coaching, and not just in the skills of the specific sport. Pfahl (2008) explained that part of being a coach is to learn effective communication and conflict resolution skills. Coaches require knowledge on creating a healthy psychological environment (Smith & Smoll, 1997). This training requires time, and in many cases, money. While organizations should require coaches to attend training clinics, it should not be at the coaches expense (Pfahl, 2008). For example to be certified to coach baseball in Ontario the clinic is split into two sections, an online section and a practical

session (Baseball Ontario, 2010). The requirement of the in-person practical training is 5 hours; the online section depends on the computer proficiency of the user (Baseball Ontario, 2010). The cost for Baseball Canada for the online segment is \$37.45 (Baseball Canada NCCP, 2010) while the practical portion \$40.00 (Baseball Ontario, 2010). Receiving the correct training for the sport, age group, and having expenses covered for this training, is critical to keeping a coach with the organization. When training is not provided, and the coach has to pay for it him or herself, it could lead to negative feelings about the job.

Weiss and Sisley (1984) indicated that volunteers who wish to continue volunteering receive good feelings during their involvement. On the other hand volunteers may begin losing interest in coaching when they are not treated properly. Kim et al. (2007) stated that volunteers must not be treated as second class people. Organizations need to empower their volunteers in order to make them feel important (Kim et al., 2007). Empowerment allows volunteers to gain the confidence that is necessary to do the best job possible. Pfahl (2008) found that confidence could be easily facilitated through public recognition of volunteers' accomplishments and contributions. What may be perceived as a small thank you means a great deal to the volunteer. Giving public recognition to volunteers makes them feel appreciated and more apt to continue (Driedger, 1997).

Weiss and Sisley (1984) stated that the most important factor in retaining volunteers is establishing good relationships with the personnel of the organization. When good relationships, recognition, and support are not offered, the volunteer is more likely to discontinue their involvement with the organization (Wardell, Lishman, &

Whalley, 2000; Weiss & Sisley, 1984). Driedger (1997) emphasized that organizations must show volunteers trust. Through empowerment, accomplishment, and requesting their services from year to year, coaches feel supported by the organization.

In summary, organizations must focus on the ways they can support their volunteers. Volunteers will see the impact they are making to the community and continue volunteering. Organizations that fail to do so will likely deal with issues of coach withdrawal.

Reasons for Withdrawal. The reasons for one to withdraw from being a volunteer coach are either controllable or uncontrollable (Starnes & Wymer, 2001). Uncontrollable reasons result in a cessation of involvement no matter the influence the organization has on the volunteer. The volunteer moving away, getting ill, dying, or switching to a job that has different time commitments are such examples (Starnes & Wymer, 2001). Controllable reasons for withdrawal from coaching are reasons that are based on the impact of the organization and are controlled in order to retain these volunteers. Examples of controllable withdrawal are unclear roles, unrealistic expectations placed on the coach, poor training, and problems with the association (Starnes & Wymer, 2001).

The main uncontrollable reason for leaving coaching is not having enough time. When coaches do not have enough time to spend with their families following work, they may cease their involvement. Potential volunteers deal with uncontrollable trends, such as time squeeze, two-income families, family commitments, and changed attitudes towards volunteering (Rundle-Thiele & Auld, 2009). A main constraint to continuing volunteer coaching was a lack of time and conflicting family obligations (O'Conner and

Bennie, 2006; Safai et al., 2007; Wardell et al., 2000). Weiss and Sisley (1984) found current coaches felt that a primary reason for withdrawal was that coaching was too time consuming. Wymer and Starnes (2001) discussed how other priorities are more important to volunteers than coaching.

Another uncontrollable reason of withdrawal is that parents only coach for the duration of their child's involvement with the youth sport organization (O'Conner & Bennie, 2006; Weiss & Sisley, 1984). An organization cannot affect the coach's decision to stop coaching when his or her child stops playing. Although there are positives and negatives to coaching your child the main positives expressed by coaches is: spending quality time with a son or daughter, taking pride in seeing a child's accomplishments up close, and having the opportunity for social interactions with the children (Weiss & Fretwell, 2005). The organization has little impact on the decisions of these volunteers to withdraw when their children are no longer participating.

Controllable reasons for one to withdraw from volunteer coaching are issues that the organization have control over (Starnes & Wymer, 2001). Starnes and Wymer (2001) stated that some of the more common reasons are unclear roles or unrealistic expectations, poor training, and/ or problems between the organization and the volunteer(s). Organizations need to resolve these problems in order to retain coaches.

Coaches who do not feel they have the ability to be an effective coach may stop coaching or consider not volunteering (Weiss & Sisley, 1984). This is extremely important especially considering that training coaches increases coach retention (National Council for Accreditation of Coaching Education, n.d). Many coaches have no formal training, or have limited knowledge on the game or coaching techniques (Bloom et al.,

2008; Wiersma & Sherman, 2005). Coaches require both sport specific knowledge and general coaching knowledge (Bloom et al, 2008). Even experienced coaches struggle with decisions between positive development and winning (Busser & Carruthers, 2010). Most coaches understand that they need this training, but most volunteers are not trained.

Organizations must to find ways to help with the stresses coaches face. Wiersma and Sherman (2005) stated that the parents of participants are the coach's greatest stressor which is why the parents of the team are as important in player selection as the children themselves (Wiersma & Sherman, 2005). Some coaches will not coach a team with certain individuals on it, or if the player is on the team, the parent cannot talk to the coach. The organization must take every opportunity to remove coach stress as it can lead to anxiety. Anxiety may lead to added stress and/ or confusion, or come from the pressures that come with the responsibility of coaching from parents, the organization board, or members of the team (O'Conner & Bennie, 2006). If this anxiety becomes too strong, it may results in coach withdrawal (O'Conner & Bennie, 2006).

Overlying Principles

The overlying principles of this study on the retention of volunteer coaches have evolved from the literature on the history of volunteering and human resource management. The history of volunteering reveals how volunteering in communities became important and why there has been a decline in volunteering. Human resource management describes how volunteer organizations are becoming more business like in order to succeed.

History of Volunteering. Youth sport organizations are experiencing a declining number of volunteers equal to that experienced by other volunteer organizations

(Doherty, 2005). In order to understand why this shortage of volunteers has become an issue, a quick overview of the past, in terms of volunteers, is necessary.

At the beginning of the 20th century, volunteering was viewed as important; it is when many volunteer-based community associations were born, specifically the Scouts, Red Cross, and Parent-Teacher Associations (Putnam, 2000). In more recent years, participation in civic activities has declined, as well as volunteering in the way of community projects (Putnam, 2000). Each generation that has reached adulthood since the 1950's has been less engaged in community affairs than the previous generations (Putnam, 2000). With more and more people becoming less involved in the community, there is a decreasing volunteer pool for community organizations. According to Putnam (2000), the reason for the decline is because more people are beginning to do one-on-one personal service, and are feeling busier due to the fact that women are working.

Putnam (2000) expressed hope for the future, however, as those 60 years and older are beginning to have more time, and people 30 years and younger are beginning to volunteer more. As the baby boomers grow older, they will have more time to spend and hopefully that will be in community organizations. Vezina and Crompton (2012) found that 47% of Canadians (aged 15 and older) volunteered in 2010. Percentage of Canadians that volunteered increased of 6.4% from 2007 to 2010 (Vezina & Crompton, 2012). It is also a 12.5% increase over the 2004 volunteers (Vezina & Crompton, 2012). Specific to volunteer trends in community sport organizations Robinson and Smith (n.d.) found that there have been constant volunteer rates since 2002. The younger generation is similar to past generations; there is no difference in the rates of volunteering (Robinson & Smith, n.d.)

Human Resource Management. Kim et al. (2007) related volunteer retention to organizational success, since stakeholders are negatively impacted by constant turnover. Some volunteer organizations, including community youth sport organizations, attempt to retain coaches by becoming more professional and business like through the use of human resource practices (Cuskelly, et al., 2006). Human resource management is connected with every other aspect of an organization (Hoye et al., 2005). It is very important since motivations, performance, and satisfaction of volunteers are complex and interrelated (Cuskelly et al., 2006).

In Canada and the United States, sport governing boards are strictly volunteers (Chelladurai, 2006). The fact that so many volunteers are needed in these organizations is why volunteers need to be management correctly and not mistreated. Hoye, et al. (2005) explained the greater the pool of applicants, the better chance of finding a suitable volunteer to fill a position. Being able to find a capable volunteer reduces stress on organization members. This is why organizations must try to utilize current skills of volunteers (Stevens, 2008). However, recruiting volunteers who already have the necessary skills is not always possible, thus organizations need to make sure that they support their volunteers. There are several types of volunteer management that youth sport organizations need to consider.

Three types of volunteer management: traditional, operational, and contemporary (Darcy et al., 2008). Traditional management style does not use many volunteer management practices, has unplanned approaches, and the focus tends to be on immediate problems in the organization (Darcy et al., 2008). Organizations that use the operational style have some formal practices, utilize a code of conduct, and recruit

largely by word of mouth (Darcy et al., 2008). The contemporary management type uses formalized volunteer practices in most areas of the organization, implicates strategic plans, and has a formalized infrastructure (Darcy et al., 2008). All of these styles are very different and show that some organizations use human resource practices, others have begun to use the practices, and some organizations do not use human resource management practices at all. Darcy et al. (2008) looked into volunteer retention according to management type, and found that operational and contemporary styles retain the most volunteers. The use of human resource management can affect the number of volunteers that stay committed to the organization.

The general principles that are included in voluntary human resource management are divided into two categories: acquiring and maintaining (Hoye et al., 2005). Acquiring involves planning, recruitment, selection, and screening volunteers (Hoye et al., 2005). Cuskelly et al. (2006) found that recruiting and selection were important; however, according to Darcy et al. (2008) planning, recruiting, and screening are important. These principles deal with acquiring the volunteers and stress the importance of having an organized approach to accessing volunteers. Planning and having an effective orientation leads to less turnover in an organization (Cuskelly et al., 2006). Having a plan also helps volunteers in informal positions to understand their place and duties in the organization (Cuskelly et al., 2006). The human resource management principles dealing with maintaining volunteers are orientation, training and development, performance appraisal, recognition and rewarding, and retention or replacement (Hoye et al., 2005). Training and development, motivating, and retention are important according to Cuskelly et al. (2006). Darcy et al. (2008) found that orientation, training and development,

performance appraisal, recognition and rewarding were most important when trying to retain volunteers. Organizations need to be sure that they are managing their volunteers effectively in order to make the most of their opportunities. Cuskelly et al. (2006) related human resource management as a basis for competitive advantage.

When a volunteer leaves an organization the knowledge and intellectual property with that volunteer is also lost (Hoye et al., 2005). The human capital of a volunteer is similar to that of an employee in paid work. When the volunteer is no longer with the company, the information he or she worked with and the procedures he or she were taught leave the organization. Retaining volunteers allows the organization to be better off financially and strategically (Hoye et al., 2005). Human resource management can help with volunteer retention; particularly through the principles of planning, recruitment, development, and rewarding.

Planning is an important part of human resource management as it allows an organization to decide how it would like to operate. Planning allows for organizations to begin with strategy and long term goals (Cuskelly et al., 2006) and build values (Darcy et al., 2008). Through building goals and values, the organization can give itself an identity by which others, including volunteers, can relate. Organizations should include a strategic plan for their volunteers in order to provide them with a distinct role (Darcy et al., 2008). Once the strategic planning for an organization is complete, the organization can begin to recruit volunteers for open positions.

Recruiting volunteers deals with enticing them to join the organization. Motivations for becoming a volunteer in youth sport may be for personal investment, public good, or private consumption (Ziemek, 2006). Cuskelly et al. (2006) discussed

that most potential volunteers have long relationships with sport, thus it is not a new relationship being built by volunteering rather a change in involvement.

Development of volunteers is extremely important for organizations to consider. Organizations need to develop volunteers through orientation, training, and performance management (Cuskelly et al., 2006a). Learning the protocol of an organization is important, especially when trying to understand one's role. A good orientation will reduce the stress levels of the volunteer in the future (Cuskelly et al., 2006). Coaches need both formal and informal training in order to best coach their teams. Training these individuals needs to be systematic in order to make sure all of the skills required are taught (Hoye et al., 2005). It is also important to guarantee that the volunteers have the skills required for their current job. Once a volunteer is trained and begins their work with the organization, they must be regularly evaluated. Good orientation and training will help with the volunteer's job performance (Cuskelly et al., 2006). Observing a volunteer's job performance is evidence that the organization supports and recognizes the volunteer (Cuskelly et al., 2006); while also granting the organization knowledge that the program is running as planned.

Rewarding the volunteers in the organization is a way for the organization to show their support and appreciation of the work performed. It is important to reward the volunteers according to their effort; this is a link between performance and rewarding (Chelladurai, 2006). By rewarding individuals according to their performance, a system aimed at enhancing volunteers' skill level is created (Chelladurai, 2006). Organizations need to judge the rewards their volunteers may want and reach out to provide those rewards when possible.

The most commonly used rewarding styles are the use of intrinsic and extrinsic rewards (Chelladurai, 2006). Chelladurai (2006) found that volunteers work for intrinsic rewards as they are looking to better themselves or their community and are not looking to get paid or to receive other tangible resources. Most volunteers also know that if they were getting paid, the organization would not be able to implement the programs they do now. Examples of intrinsic rewards are career and social rewards (Chelladurai, 2006). Regardless of how organizations decide to reward their volunteers the leaders of these organizations must remember that rewarding is necessary for retention. Recognition and rewarding volunteers are the only ways to retain them and keep them satisfied by showing how much the organization appreciate the time the volunteer provides (Cuskelly et al., 2006; Darcy et al., 2008; Hoye et al., 2005).

In order to retain volunteers, youth sport organizations may need to make a change in the way they operate by using more of a human resource management system. Even though there is no set list of principles to follow for volunteer organizations, the work based human resource principles have shown to be productive. The main principles of planning, recruiting, developing, and rewarding, make these aspects a part of operations for a youth sport organization, lead to a higher retention of volunteers.

This literature review has presented many important aspects relating to the declining number of volunteers in youth sport, specifically coaches. The Model of Volunteer Retention in Youth Sports (Kim et al., 2007), reasons for a coach to continue coaching, and reasons for coach withdrawal all relate to coach retention within youth sport. The purpose of this study was to gain a better understanding of how youth sport

organizations can better retain volunteer coaches. Research methodology is presented in the next chapter.

Chapter 3: Methodology

Research Questions and Hypotheses

R.Q. 1: Will managerial treatment and empowerment be more strongly related to volunteer retention than person-task fit and person-organization fit?

H1: Higher levels of managerial treatment will be strongly correlated with retention.

H2: Higher levels of empowerment will be strongly correlated with retention.

R.Q. 2: In terms of reasons for withdrawing from coaching, are the controllable factors of coach withdrawal presented more often than the uncontrollable factors?

H3: The controllable factors of coach withdrawal occur more frequent as reasons to discontinue volunteering.

R.Q. 3: Do the politics (board member and parent issues) of coaching affect one's willingness to continue volunteering?

H4: Past coaches (who coached at one time but no longer) withdrew because they no longer wanted to deal with the politics of the job.

H5: Most parents who do not volunteer to coach do so because they do not want to deal with the politics of the job.

Methodology of the Study

The methodological approach of the current study is quantitative with surveys distributed to association members in organized youth sports in Aylmer, Ontario.

Quantitative analysis was chosen for this study because that it allows for a larger number of respondents to complete the survey questionnaire which adds strength to the study.

The number of respondents answering close ended and Likert scale questions provided

data from many different experiences that the respondents have had. The study did not receive the amount of respondents it originally wanted; however, enough responses were gathered to provide reliable analysis.

The strengths of quantitative analysis are that more responses are gathered, the responses gathered are pre-planned, and the measurement techniques are known ahead of collection. The strength of more respondents is that more experiences were examined, examination of many different viewpoints on the topic were possible. There are many reasons why one discontinues coaching for a youth sport association. By gaining more experiences the ability to predict relationships to volunteer coach retention strengthens the study. Being able to measure and predict reasons for volunteer coach retention is imperative for the quantitative methodology. Another strength of quantitative research is the planning that takes place before data collection and analysis (Neuman, & Robson, 2009). Developing the survey and coding before data collection takes place provides a more planned approach. Knowing what type of data that will be received is a strength due to the fact that the researcher knows the variables being tested and will not gain unknown data from respondents. Being able to understand the data is important and in having pre-planned questions and knowing the type of data one received allows for more relevant relations to past research. A final strength of quantitative research is how the measurement techniques are gathered before the data (Neuman & Robson, 2009). Pre-gathered measurement techniques allowed the study to connect the concepts from previous studies to the data being collected in the study.

Quantitative analysis was also the best option to use due to the fact Kim et al. (2007) used a survey to test the model of volunteer retention in youth sports. Their study

was quantitative with results from 515 respondents. The statements used in a Likert scale for Kim et al. (2007) were borrowed and adopted for the current study.

Sampling

Survey invitations were sent to all members of the three largest youth sport associations in Aylmer, Ontario. Aylmer is a small rural town outside of London, Ontario with a population of 7,069 (Statistics Canada, 2006). Aylmer was chosen because the researcher had entry into the community. Having access to potential respondents is a considerable factor when deciding on a population. The association members that were approached are mostly parents of the children who play youth sports; however volunteer board members and volunteer coaches are also included in the sample. Only coaches, both and past coaches, were asked to complete questions relating to coach retention.

The three most popular youth sports in Aylmer are hockey, baseball, and soccer. Of these three youth sports, one organization from each sport took part in the study; Aylmer Minor Baseball Association, Aylmer Minor Hockey Association, and East Elgin Youth Soccer. These associations draw on those in the town and surrounding townships for participants. These members were asked to fill out the questionnaire only once, regardless of how many sports their children may participate in. All members were asked to complete the survey, whether they are, were, or never had been a volunteer coach with the organization. By including all of the members, all aspects of volunteerism (motivations, continuation, withdrawal, and reason to not volunteer) were explored from various viewpoints.

The subjects selected for this study were chosen based on a purposive sampling method. According to Leedy and Ormrod (2005), this sampling method is utilized when specific people or units are chosen for a specific purpose. In this study, the members of association were chosen because they were specific people to gain the necessary data. The data that the coaches were able to provide was experiences on why one continued or withdrew from coaching; while parents and volunteers on the executive board provided data on why one did not coach at all.

The study obtained data through online surveys and in-person surveys because the original recruitment method was not collecting the amount of necessary data. Members of Aylmer Minor Baseball and Aylmer Minor Hockey were emailed by the president of the association requesting their involvement with a link to the survey on the program Survey Monkey in the email. Members of East Elgin Youth Soccer were recruited through a short letter requesting them to email the researcher if they were interested in participating in the study. Once the emails were collected and the survey was complete these members were emailed with the link of the survey. However, this method of recruitment only resulted in 57 of respondents so alternative recruitment methods were chosen. A table was set up at the front door of a Aylmer Minor Hockey tournament with the researcher requesting those in attendance to complete a survey and return it. A table was also set up at a Aylmer Minor Baseball skills competition where the researcher asked members of the association in attendance to complete the questionnaire.

The target sample size for the study was 200 participants. There were 126 usable respondent surveys. Due to the fact that results were gathered separately for all three associations there was a total of 153 responses as some respondents were members of

multiple associations. The difference between respondents and responses is that respondents are the number of people who completed the survey, while responses are the total number of responses coaches may have had due to coaching a number of sports. A respondent could be responsible for three responses since he or she may have coached hockey, baseball, and soccer.

The sample size of the study is compliant with the tests that were done on the data. Sample size is important to a study since it affects type I error and the chance a researcher commits type I error. Type I error is “when the researcher says that a relationship exists when in fact none does” (Neuman & Robson, 2009, p. 263). A researcher committing type I error occurs when one falsely rejects the null hypothesis, which is a critical error for one to make during a study resulting in discredits the results (Neuman & Robson, 2009). The current study was designed to achieve the most accurate results possible in order to gain findings to answer the research questions.

Ethical Considerations

Confidentiality and anonymity are important ethical issues to consider. This study was not completely confidential as the study employed Survey Monkey. Survey Monkey is an American website; therefore, it is subject to homeland security laws including the Patriot Act (Personal Communication, June 2010). All information provided by respondents is considered confidential; the participants’ names were not included with the data collected in the study. The respondents were informed of these differences in the consent form.

With regards to anonymity, precautions were taken to preserve the anonymity of the respondents. Since Survey Monkey was used, there is not complete anonymity in all

cases since Survey Monkey saves the IP address of the respondents (Survey Monkey, 2010). This option was not selected, however, so IP addresses were not saved and the researcher could not see these addresses (Survey Monkey, 2010).

Another ethical consideration that was taken into account was the memories that may have been evoked by participation in the study. The respondents were at no physical or social harm in any way by participating in this study, however psychological memories may have been mentally revisited. If one is a former coach and had an issue with a board member, parents, or players, then answering some of the questions as part of the study could bring memories. The survey questions were in no way meant to cause these memories to be relived; however remembering details about their past involvement with youth sport may have made this difficult for some. The respondents were informed in the consent form that they could leave the study at anytime and avoid answering any questions that made them uncomfortable.

It was imperative for the potential participants to read the consent form as it stated that the study was not confidential and explained how one could discontinue the study at any point. Potential participants were told to read the consent form carefully in the email they received. The consent form was attached to the email for those participants. For those who completed the in-person paper copy of the survey, the consent form was attached to the front of the survey. Providing consent to take part in the study was done through beginning the survey. Respondents were informed that beginning the survey was considered to consent to the results from their completed survey to be used in the study. Once the survey was completed, there was no way for the results to be withdrawn as the data was unidentifiable.

The consent form also stated that there was no reward for completing the survey. The possible benefits of participation included possible changes to policy and services of youth sport associations in Aylmer, ON. Depending on the significance and adaptability of the findings in the study, there may be changes in the way coaches are recruited and retained by youth sport organizations. These changes may lead to better coaches and higher quality programs for children.

Reliability and Validity

In order to provide data that can influence youth sport programs, the study had to be both reliable and valid. Reliability in a study ensures that the measures accurately portray what they were intended to represent (Carmines & Zeller, 1979). It means that the constructs of the study are dependable and consistent (Neuman & Robson, 2009). In this study, reliability was influenced by the fact that there were multiple questions about each variable/ section of the survey. Multiple questions allowed the study to compare the different questions in each section and ensure that respondent's answers were not affected by the wording of the question. Carmines and Zeller (1979) stated that "the more consistent the results given by repeated measurements, the higher the reliability of some concept" (p. 12).

Random error can become a problem in any study. Random error is based on the chance factor in measurement; it is always an issue as one cannot eliminate random error, but can only contain it (Carmines & Zeller, 1979). The main issues within random error are coding and ambiguous instruction (Carmines & Zeller, 1979). This researcher ensured that coding was not an issue in the data analysis. The survey questionnaire used

easy, flowing, normal language as to not confuse the respondents in any way and to ensure that the questions tested what they were intended to test.

Validity ensures that the survey questionnaire constructs have a purpose and are indicators of that purpose (Neuman & Robson, 2009). There are different kinds of validity to deal with the constructs and indicators of questionnaires. Content validity deals with making sure the study captures the meaning it is supposed to through the content being collected (Carmines & Zeller, 1979; Neuman & Robson, 2009). The current study applied this type of validity since the questionnaire was based on previous studies. The questions from previous studies were not exactly the same, but they were attempting to test the same variables. The questionnaire being based on these other studies also impacts criterion validity, which connects the questionnaire and results to external sources. This was possible because the previous studies were the basis for the current study (Carmines & Zeller, 1979; Neuman & Robson, 2009). A last important issue with this study is that all of the questionnaires contained the exact same questions, all respondents responded to the same questions. The fact the study was a quantitative study meant that the respondent read the question themselves rather than questions being read to them by an interviewer; which excludes a bias that could have been added in reading questions in a certain tone.

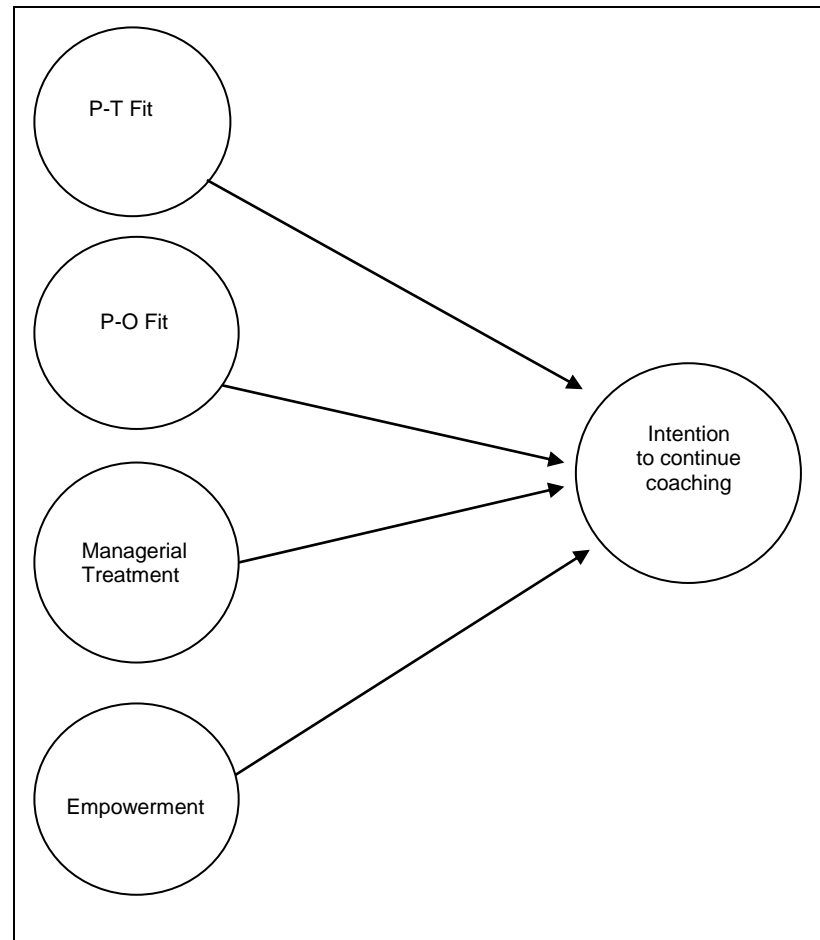
Reliability and validity were considered important within the current study. Every measure in the study tested what it was supposed to while also relating to the content that supported it. This allowed the data analysis to be purposeful.

Modifying the Model of Volunteer Retention in Youth Sports

For the current study, the Model of Volunteer Retention in Youth Sports was modified as the intention was not to compare different ways of retaining volunteers. Instead, different aspects were used to explain which of these factors are important in retaining a volunteer coach. The modification had the factors treated as separate entities in order to relate to volunteer coach retention. This included empowerment as a separate factor and not as a mediator for the other factors. Kim et al. (2007) showed that all three factors and empowerment were related, but did not explore the possibility of one factor playing a larger impact than others. Treating each aspect of the model separately allowed for testing to be done on what best predicts one's intention to continue as a volunteer coach.

Even though the model was not used exactly as developed by Kim et al. (2007), it was the best model to base the current study on. Most past research provides reasons for a volunteer coach to continue or withdraw from coaching; however, they do not provide a model to base the study on. Kim, Trail, Lim, and Kim (2009) stated that "most of the volunteer retention studies or studies measuring intention to continue volunteering have not provided a systematically developed model" (p. 550). The researcher found this to be true, however modified the model slightly in order to answer the purpose of the study which was to gain a better understanding of volunteer coach retention. As shown in Figure 2, the four factors are all separate entities which related directly to ones intention to continue coaching.

Figure 2- Modified Model of Volunteer Retention in Youth Sport



Questionnaire

The survey used in data collection was made up of fifty-six close-ended questions, four ranking questions, and three Likert scale questions (with a-q statements within them). Those who had no coaching experience answered questions pertaining to their demographics, reasons why one would not get involved with their child's youth sport associations, questions deciphering the importance of human resource management principles, and their other volunteer commitments. Current and past coaches answered questions pertaining to their demographics, their motivations to begin coaching, reasons to continue coaching or quit coaching, aspects of the Model of Volunteer Retention in

Youth Sport, questions based on the principles of human resource management, and their other volunteer commitments. Questions were broken down into sections based on the respondents past experience with youth sport organizations, specifically AMBA, AMHA, and EEYS. The survey took most coaches (current and past) approximately 15-20 minutes to complete and those who had no prior experience coaching youth sport approximately 5 minutes to complete. The survey questionnaire is attached in Appendix B. The definition of who is classified as a coach was included on the survey as any person on the coaching staff, whether coach, trainer, manager, or practice coach. The rationale for this was to gain an understanding from all who are included in the coaching staff since all roles are important in making a team run. One or two coaches do not make a coaching staff instead they need the support of others for a successful season. Kim (2009) received responses from those who attended a pre-season coach meeting; however there is no statement of their role on the team being an indicator for being a respondent. Anyone on the coaching staff could attend that meeting thus those responses would be from a similar population as the current study.

The following questions were answered by all respondents involved in the study. There was one question in the survey on the importance of criminal background checks (question 7); the idea for this question came from Driedger (1997). Question 8 asked if the participant had ever been asked to coach a team as Putnam (2000) found this to be a common occurrence among coaches. Question 10 dealt with human resource management and the significance of the principles deemed important for youth sport organizations (Cuskelly et al, 2007; Cuskelly et al., 2007; Darcy et al., 2008; Hoye et al., 2005). Question 63 was designed to gain information on the other organizations one may

volunteer for; the possible other organizations to volunteer for were discovered through Putnam (2000) and Statistics Canada (2007).

The following questions on the survey were for coaches and past coaches only; respondents who had never coached were not required to answer these questions. There were three sections within the current coach and past coach section as the study recognized that some respondents may have coached for more than one organization. Therefore, there was a section with the exact same questions addressing coaching experiences with AMBA, AMHA, and EEYS. Questions 12, 13, 27, 28, 42, and 43 were designed to provide data on the motivations of youth sport coaches. Responses included each of the categories discussed in the literature review (investment model, public good and private consumption) in order to test which were important to the coach. The concepts being tested were gained from: Barber, et al. (1999); Bloom et al. (2008); Borello (2010); Clary & Snyder (1999); Doherty (2005); Driedger (1997); Kim et al. (2007); Kirk & MacPhail (2003); O'Conner & Bennie (2006); Pfahl (2008); Putnam (2000); Wardell et al. (2000); Watts & Edwards (1983); Weiss & Fretwell (2005). Questions 14, 15, 29, 30, 44, and 45 dealt with whether or not coaches have had issues with parents. The idea that coaches may have experienced problems with parents came from Wiersma and Sherman (2005). The importance of coaching clinics was addressed within questions 16, 17, 31, 32, 46, and 47. According to the literature, coaching clinics are important (Bloom et al., 2008; Fraser-Thomas & Cote, 2006; Pfahl, 2008; Smith & Smoll, 1997; Wiersma & Sherman, 2005). Meeting experienced coaches was the basis for questions 18, 33, and 48; these questions evolved from Lemyre et al. (2007) and Wiersma & Sherman (2005). Questions 19, 34, and 49 identified whether or not coaches

had been trained through avenues other than formal clinics, again, ideas from Lemyre et al. (2007) and Wiersma and Sherman (2005).

There were two questions in the survey for coaches who continue to coach with the association, thus gaining data on the reasons behind continued coaching. Questions 21, 22, 36, 37, 51, and 52 dealt with these reasons, and the concepts came from Cary (2006), Kim et al. (2007), O'Conner & Bennie (2006), Pfahl (2008), Starnes & Wymer (2001), and Weiss & Fretwell (2005).

The survey also had questions for coaches who had quit coaching with the association. Question 23, 24, 38, 39, 53, and 54 were designed to gain information on potential reasons coaches leave their positions. These questions had both controllable and uncontrollable concepts as part of their design (Cuskelly, 2004; Doherty, 2005; Kim et al., 2007; O'Conner & Bennie, 2006; Putnam, 2000; Safai et al., 2007; Starnes & Wymer, 2001; Wardell et al., 2007; Weiss & Sisley, 1984; Wiersma & Sherman, 2005).

All coaches, both current and past were asked to respond to the last two questions in each section. Questions 25, 40, and 55 had 17 statements (a-q) within them dealing with aspects of the Model of Volunteer Retention in Youth Sports; these statements were nearly identical to the ones used in Kim et al. (2007). The statements were adapted slightly for the study. Not all statements were used from the original Model of Volunteer Retention in Youth Sports as they were deemed to not have an impact on the current study. The reasons some statements were not included was because some did not deal with coaches as much as they did with volunteering. The last question in each section dealt with the current rating on the principles of human resource management for each organization. Questions 26, 41, and 56 were all based on the principles important to

youth sport organizations (Cuskelly et al., 2007; Cuskelly et al., 2007; Darcy et al., 2008; Hoye et al., 2005).

Questions 57 and 58 were for those who had never volunteered with youth sports as a coach. These questions dealt with reasons why one had not coached with these youth sport organizations. The reasons to not volunteer, as shown in these questions, were from Doherty (2005), Martin, Dale, and Jackson (2001), Putnam (2000), Starnes and Wymer (2001), and Wiersma and Sherman (2005). In addition, question 59 dealt with the importance of coaches clinics, an idea gained from Bloom et al. (2008), Fraser-Thomas and Cote (2006), Pfahl (2008), Smith and Smoll (1997), and Wiersma and Sherman (2005).

The questions in the survey were designed to reflect answers to the research questions. The intent was for the study to provide information that would lead to a better understanding of how to retain coaches, while also recruiting new ones. The questionnaire is presented in Appendix B.

Data Collection

Surveys were completed online through the website Survey Monkey and in paper surveys. With Survey Monkey, an individual can design the survey he or she wants with the questions he or she desires. Once the survey was designed, the researcher begins the collection process. In the collection process, a link is given for the researcher to be distributed to the potential respondents of the study which then allows the respondents to access the survey through the internet. The respondents are able to complete the survey at their convenience online and Survey Monkey keeps records of the chosen responses.

Once data collection was completed the survey is no longer accessible on the website and the researcher received the results and begins the analysis.

In the case of this study, an online survey was thought to be the easiest way to collect responses while distributing the surveys by hand would be extremely difficult. It was assumed there would be a better response rate if emails were sent with the online survey link. This was not true however, as the response rate was much lower than was anticipated. The process was made possible since Aylmer Minor Baseball Association (AMBA) and Aylmer Minor Hockey Association (AMHA) have email addresses for the members of their associations. For East Elgin Youth Soccer (EEYS), the members of the association were given a short letter by the researcher explaining the study and asking for their involvement during the last week of the season. With the permission of the Research Ethics Board at Brock University, this letter was delivered during the last week of play asking anyone interested to email the researcher requesting an email with the link be sent to them. Once the email list of those interested from EEYS was completed, these participants were emailed the same as members from AMBA and AMBA.

The reason online surveys were chosen instead of in-person paper surveys as the primary method of data collection was because issues involved with travelling to different team locations. The efficiency of collection for online surveys is a major strength permitting the researcher does not need to travel into the field to distribute the survey (Evans & Mathur, 2005). Online surveys also provide a convenience for respondents as they can complete the survey at their convenience (Evans & Mathur, 2005). The researcher felt it would be inappropriate to interrupt members while they were watching their child play a game or participate in practice. Interrupting members

during their child's participation may have lead to some members not participating. The researcher sent an email with the details of the study to the president of each association. The president forwarded the email to the members of that association. Therefore, the email came from a trusted email address, which means it was less likely to be seen as junk mail. As Evans and Mathur (2005) discussed, emails coming from an unknown email address is a weakness of online surveys. These emails did not cost the organizations anything. The benefit the associations received from the study was access to the results. This allowed the associations to implement any findings in order to improve volunteer coach recruitment and retention.

Anonymity and confidentiality issues are a benefit of online surveys. In the case of this study, the researcher has been involved in each of these sports in Aylmer. The researcher has coached for all three associations, in addition to being an executive on the board for AMBA. Therefore, two main issues could have been avoided if all the surveys had not been completed in person. The first is that respondents may have felt obliged to complete the survey because they knew the researcher through their involvement with the associations. The second reason online surveys were considered the better choice involves the issue of social pressure. If surveys were completed at an event, others would be able to look around and see who is filling in the survey and who is not. Keeping the survey completely voluntary is important. It was important that the participants of the study did not feel obligated in any way to complete the survey. It was also imperative that respondents were able to express their true feelings based on their experience, especially if he or she was critical about the association. This was especially important for those who had quit coaching, since they could state their true feelings about leaving

their coaching positions. It was explained to the members in the email that the associations did not see the raw data from the surveys. The only involvement of the associations was sending out the emails for the researcher.

There are many possible reasons why online surveys did not work; these could be that the survey was skipped over, the data collection lacked a personal presence, and the survey may have been too long or confusing. Even though the surveys came from a trusted email address, it still may have been passed over. The study was developed hoping to avoid this by sending two reminder emails which Neuman and Robson (2007) explained would increase response. Neuman and Robson (2007) discussed that having legitimate local sponsors helps the response of a survey as well. This did not happen, thus one must conclude that the lack of personal presence impacted the data collection process of the study. An advantage of self-administered questionnaires was that the “researcher can give questionnaires directly to respondents” (Neuman & Robson, 2007, p. 182). By not having the researcher interacting with the potential respondents, to explain and clarify, limited the amount of responses the study obtained. With online surveys, the survey can be constructed in a way that respondents only answer the questions that are pertinent to that respondent. A respondent only having to answer questions relevant to their experiences is a strength as it may prevent confusion (Evans & Mathur, 2005). Confusion is a weakness to online surveys because there is no one to clarify instructions that are unclear. This may lead to frustrations by the respondent even to the point that he or she may not finish the survey (Evans & Mathur, 2005). Due to this potential problem, the instructions of the survey were made as simple as possible in hopes of avoiding frustration. There was also a chance that respondents stopped the

survey due to its length. Newman and Robson (2007) stated that “responses drop significantly for longer questionnaires” (p. 177). Even though not all questions were applicable for all respondents the length of the survey may have lead some potential respondents to not complete the survey.

Survey Monkey did not work as well as planned; as surveys were not being completed online. This was unforeseen and forced a change in the data collection; therefore, surveys were collected in person through paper copies also. Paper surveys were collected by the researcher during an AMHA tournament and an AMBA skills competition. The researcher gained permission from AMHA to have a table at the entry door for the tournament where potential respondents were asked to complete the survey. The same permission was granted for the AMBA hit-pitch-run skills competition and surveys were collected. In total 55 surveys were collected through Survey Monkey and 71 paper surveys were collected. Potential respondents were asked before being given a survey if they had previously completed the survey online. If they did complete the survey online, the researcher thanked them and did not give a paper copy of the survey.

Data Analysis

The data were coded from the survey and inputted into SPSS (version 18). Coding translated the response data from the questionnaire into numbers. For example, the responses of male and female were coded 1 and 2 respectively. Once all data were entered in SPSS, various analyses were done in order to determine answers to the research questions. The analysis was dependant on the level of measurement the questions were based on. For example, a question in the survey may be the nominal scale of measurement versus a ratio level.

The data analysis for the first research question involved a correlation. A correlation tests the relationship between two variables such as how much of variable 'x' is determined by variable 'y' (Sullivan, 2009). The first research question included a number of correlations for all four aspects of the Model of Volunteer Retention in Youth Sports (P-T fit, P-O fit, Managerial Treatment, and Empowerment). First, correlations were done to test the relationships between the statements of each factor in order to understand the relationship of the aspect. The reliability of each factor was also tested by using the scores of the statements through Cronbach's alpha. Correlation and Cronbach's alpha were also done on the two rating questions for intention to continue coaching. Following that, the mean score of the factor was correlated to the mean score of the respondents' intention to continue coaching. Once these correlations were completed, the results revealed the relationships between each factor and the respondent's intention to continue coaching.

The second research question is related to questions 23, 24, 38, 39, 53, and 54 on the survey (why past coaches quit). The possible reasons listed in those questions came from the research and were considered as factors either controllable, uncontrollable, or due to parent issues. The analysis to answer this research question dealt with the frequency chosen. This revealed the number of controllable reasons chosen versus uncontrollable reasons.

The third research question addressed whether or not parent issues and/ or problems with the association's board were reasons to quit or not coach. There were two samples of the respondents who answered this question: 1) coaches who had quit coaching; and 2) non-coaches. In determining if past coaches quit due to political issues,

the researcher looked at the frequency that quitting was due to problems with board members and parents with data from questions 23, 24, 38, 39, 53, and 54 (parental issues and board problems as reasons to quit coaching). It was hoped that a t-test could be done to provide analysis on whether or not there was a significant difference between the respondents who quit for those reasons and those who did not, compared to their intention to coach again. This was not possible however as there was a lack of variability of scores. The second half of the question was based on the data collected in questions 57 and 58; specifically the responses dealing with parents and the administration board. The researcher analyzed the frequency of responses chosen and due to a lack of informative data t-tests were not possible.

Human resource management is an important overlying principle that was also analyzed. A mean score was taken for each of the human resource management principles in order to judge the importance respondents placed on each of the principles. The rating coaches, current and past, gave the associations on human resource management principles were also analyzed. The mean score was computed for these principles in order to gain a better understanding of how effective the organizations currently are in regards to utilizing each of the principles. A bar graph was created to show the difference between the importance of each principle and how well organizations were currently doing.

Chapter 4: Results

Demographics

Participant demographic categories based on the respondents' gender, age, education, participation in youth sport as a child, and number of children in youth sports were calculated and are presented in Figures 3- 5. The target population of the study included members of three associations in youth sport organization. Surveys were collected through three different ways for a total of 126 completed surveys. Of the 126 surveys, 63 were completed by males and 63 were completed by females.

Respondents were asked to provide the year they were born. The range of birth years was between 1940 and 1992; seven respondents did not disclose their year of birth. Birth years of 1969, 1970, and 1971 accounted for 26.8 % of the responses. Figure 3 exemplifies the dominance of these years across the birth years of all respondents.

The respondents also indicated their level of education. Only two respondents did not finish high school while 36.5% of respondents have completed college and 27.0 % have a university degree (see Figure 4).

The number of children respondents had in youth sports ranged from 0 to 6. The reason that some respondents had no children in youth sports was because the survey was available to all members of the association, and even though most volunteers are parents, not all are. The mode of the sample was 2 which accounted for 46.8% of the respondents; 85.7% of all respondents had 1, 2, or 3 children playing youth sports. A full list of frequencies and percentages are presented in Figure 5.

Respondents were also asked whether or not they played youth sports when they were a child. Respondents (84.0 %) participated in youth sports when they were children.

Figure 3-*Birth year of respondents*

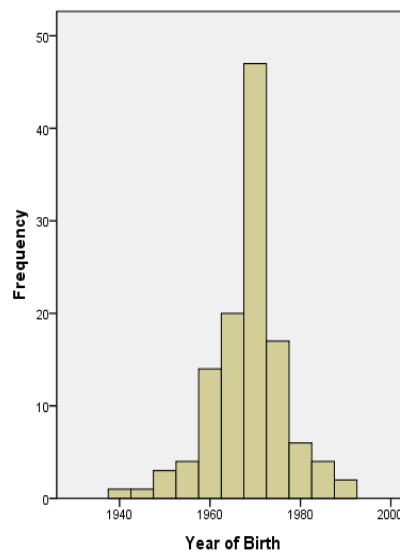


Figure 4- *Level of education of respondents*

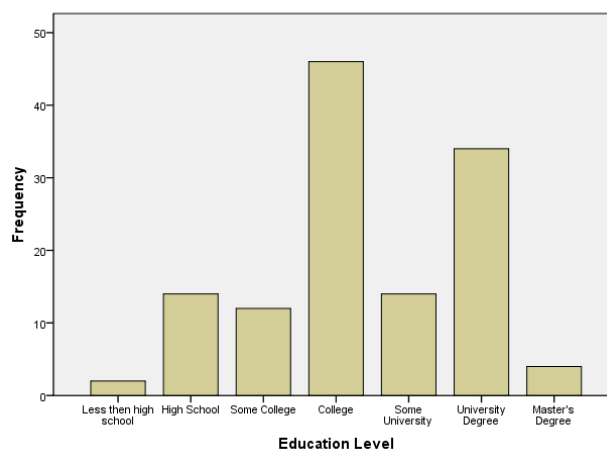
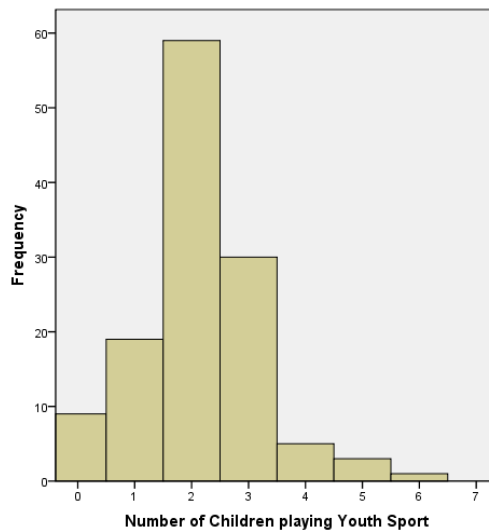


Figure 5- *Number of children playing in youth sport*

Factor Creation

The Model of Volunteer Retention in Youth Sport was measured through various Likert scale questions. The factors of the Model of Volunteer Retention in Youth Sports tested respondents based on the sport they coached. Question 25 had multiple items (a-q) testing the Model of Volunteer Retention in Youth Sports for baseball coaches (see Appendix A). Questions 40 and 55 of the survey had multiple items testing hockey and soccer coaches. A mean score was taken to collapse the multiple items in each question in order to gain one score per factor for each respondent. A mean score was built for each factor (P-T fit, P-O fit, Managerial Treatment, and Empowerment) in order to test the factors with coach retention. Some of the statements were worded in a negative way, thus those statements were re-coded in order to allow for the mean scores to be computed. In order to test the reliability of the mean score, a correlational analysis was conducted.

Managerial treatment consisted of five statements. Eight of the ten correlations that were conducted resulted in a significant relationship. The correlational values and levels of significance between each of the statements related to managerial treatment are presented in Table 1. The Cronbach's alpha was done to test the reliability of the correlations, which resulted in a score of 0.712; therefore, the mean score is considered to be a reliable measure.

Person-Organization fit was measured by three statements, which allowed for 3 correlations to be conducted. As evident in Table 2, there was a strong relationship between the three statements, all of which were significant ($p < 0.01$). The mean score was deemed as a reliable measure for the factor given the Cronbach's alpha score of 0.785.

Empowerment was measured by four statements. Only two of the six correlations were significant (see Table 3). The Cronbach's alpha for the correlation was 0.319, meaning the mean score was not a reliable score for empowerment.

Person-Task fit was measured through three statements, which allowed for three correlations to be conducted. All three of the correlations were significant ($p < 0.01$), as seen in Table 4. The Cronbach's alpha for P-T fit was 0.772 indicating a reliable mean score.

The intention to continue coaching was measured through two statements, providing one correlation. The correlation was significant ($p < 0.01$), as seen in Table 5. The Cronbach's alpha for Intention to Continue Coaching was 0.785 indicating that the mean score was reliable.

Table 1

Correlations among the items on managerial treatment

| | 2 | 3 | 4 | 5 |
|--|--------|--------|--------|--------|
| I am treated unfairly by the association (1) | .353** | .227 | .194 | .333** |
| I do not feel the work I do is appreciated (2) | | .353** | .263* | .441** |
| I feel I have received a fair amount of recognition for the volunteer work I do (3) | | | .715** | .251* |
| When I do a good job I receive the recognition I should (4) | | | | .319** |
| I do not feel my efforts are rewarded as they should be (5) | | | | |

*p < 0.05

**p < 0.01

Table 2

Correlations among the items on person-organization fit

| | 2 | 3 |
|---|--------|--------|
| My values fit with the values of the youth sport organizations | | |
| I volunteer for (1) . | .656** | .501** |
| I support the goals and the missions of the youth sport organizations | | |
| I volunteer for (2) | | .514** |
| I am able to maintain my values during my volunteer work (3) | | |

**p < 0.01

Table 3

Correlations among the items on empowerment

| | 2 | 3 | 4 |
|--|------|--------|--------|
| I am confident about my ability to do my job (1) | .029 | .422** | .108 |
| Members of the organizations board are always trying to redefine the way I do things (2) | | -.181 | .011 |
| I have a significant influence over what happens on my team (3) | | | .353** |
| The impact I make with my team can sometimes affect the way others in the organization do things as well (4) | | | |

**p< 0.01

Table 4

Correlation among the items on person-task fit

| | 2 | 3 |
|---|--------|--------|
| My abilities fit the demands of the youth sports team | | |
| I coach/ coached (1) | .676** | .413** |
| I have the right skills for carrying out my coaching requirements (2) | | .498** |
| There is a good match between the requirements of my volunteer work and my skills (3) | | |

**p< 0.01

Table 5

Correlation among statements on intention of continuing coaching

| | Not coach again |
|-------------|-----------------|
| Coach again | .647** |

**p< 0.01

Research Question 1

Will managerial treatment and empowerment be more strongly related to volunteer retention than Person-Task fit and Person-Organization fit?

Hypothesis 1

Higher levels of managerial treatment will be strongly correlated with retention.

Managerial treatment was found to have a positive moderate relationship with one's intention to continue coaching in the sample. The relationship was significant ($p < 0.05$). Managerial treatment and intention to continue coaching were significantly related, but a strong correlation was not found, thus hypothesis one must be rejected.

Hypothesis 2

Higher levels of empowerment will be strongly correlated with retention.

Even though reliability tests explained that the mean score for empowerment was unreliable, a mean score was still computed to test with coach retention. Empowerment was found to have a moderate relationship with the intention to continue coaching. The relationship was significant ($p < 0.01$). The relationship was not strong and due to an unreliable mean score hypothesis two is rejected.

By rejecting both H1 and H2 explains that managerial treatment and empowerment are not strongly related to the intention to continue coaching in youth sports in the study. However it does not provide an explanation for what the best predictor of volunteer retention is.

P-O fit was significantly correlated ($p < 0.05$) intention to coach again in this sample with a positive moderate correlation. P-T fit had a strong positive correlation to

intention to coach again which was significant ($p < 0.01$). P-T fit is therefore the best factor in terms of predicting coach retention in this study as both relationships using P-T fit resulted in significant findings. The results from the correlations of the factors of the Model of Volunteer Retention in Youth Sports and one's intention to continue coaching are found in Table 6.

Table 6

Correlation of intention to continue coaching and the factors of the Model of Volunteer Retention in Youth Sports (n=73)

| | Intention to continue coaching |
|-------------------------|--------------------------------|
| Managerial Treatment | .248* |
| Empowerment | .340** |
| Person-organization fit | .257* |
| Person-task fit | .421** |

* $p < 0.05$

** $p < 0.01$

Research Question 2

In terms of reasons for withdrawing from coaching, are the controllable factors of coach withdrawal presented more often than the uncontrollable factors?

Hypothesis 3

The controllable factors of coach withdrawal occur more frequent as reasons to discontinue volunteering.

In this sample respondents were more likely to withdraw from being a volunteer coach for uncontrollable reasons. The most frequent reasons for withdrawing were *lack of time* and *stopped coaching when my children stopped playing*. Table 7 provides both

the breakdown of reasons to quit coaching by sport and the total percentages across all sports. The results for the sample revealed that 79.9 percent of respondents withdrew from coaching due to uncontrollable reasons. Controllable reasons accounted for 15.5 percent of coach withdrawal for the sample. The most frequent controllable reason for withdrawal was that the respondent had problems with members of the board. Only 4.6 percent of past coaches indicated that issues with parents were an influence of withdrawal. A complete list of responses can be found in Appendix B.

The data reflects that the uncontrollable reasons to withdraw from coaching are more frequent than the controllable reason for the study. Thus hypothesis 3 is not supported in the current study since the controllable factors were reported less than uncontrollable factors in the current study.

Table 7

The frequency of reasons to withdraw from coaching

| | <u>Baseball</u> | <u>Hockey</u> | <u>Soccer</u> |
|--|-----------------|---------------|---------------|
| Valid (n) | 23 | 15 | 26 |
| <u>Uncontrollable</u> | | | |
| Lack of time | 10 | 11 | 14 |
| I only coached my children | 9 | 6 | 13 |
| My schedule changed | 11 | 7 | 10 |
| Stopped coaching when children stopped playing | 15 | 6 | 14 |
| Other | 6 | 4 | 3 |
| <i>Total Uncontrollable</i> | <i>51</i> | <i>34</i> | <i>54</i> |
| <u>Parents</u> | | | |
| Too many negative instances with parents | 1 | 1 | 1 |
| Too many issues with parents | 1 | 2 | 2 |
| Other | 0 | 0 | 0 |
| <i>Total Parents</i> | <i>2</i> | <i>3</i> | <i>3</i> |
| <u>Controllable</u> | | | |
| Too much anxiety | 0 | 1 | 2 |
| I had an unclear role with the association | 1 | 1 | 2 |
| Association placed unrealistic expectations | 0 | 0 | 0 |
| I got burnt out | 1 | 1 | 1 |
| Problems with members on board | 0 | 3 | 2 |
| Lost the 'good feelings' | 0 | 1 | 1 |
| Other | 2 | 3 | 5 |
| <i>Total Controllable</i> | <i>4</i> | <i>10</i> | <i>13</i> |
| Total Number of Responses | 57 | 47 | 70 |
| <u>Percentage per reasons</u> | | | |
| % of Uncontrollable | 79.9 | | |
| % of Parent Issues | 4.6 | | |
| % of Controllable | 15.5 | | |

Research Question 3

Do the politics (board member and parent issues) of coaching affect one's willingness to continue volunteering?

Hypothesis 4

Past coaches (who coached at one time but no longer) withdrew because they no longer wanted to deal with the politics of the job.

To examine if politics affect coach retention, the frequencies were first looked at to see if political factors had an impact on coach retention. As seen in Table 8 the frequencies of the political factors show that these did not impact the coach's decision to coach again or withdraw according to the sample. The hope was that a t-test would test if there was a significant difference of the reasons to withdraw for political reasons but a lack of coaches having issues with those reasons did not make this possible. The sample did not allow for this, thus the question cannot be completely answered. There might be political reasons that affect one's willingness to continue coaching; however there is no statistical data to prove that. The results below show low percentages making further analysis unnecessary since the vast majority for respondent coaches did not deal with these issues. Hypothesis 4 cannot be tested to the extent the researcher had wished thus can not be accepted or rejected.

Hypothesis 5

Most parents who do not volunteer to coach do so because they do not want to deal with the politics of the job.

The effects of politics within youth sport coaches not only affects past coaches but also parents who chose to not volunteer. Respondents who do not coach were asked

why they do not coach. Table 9 shows the frequencies of responses pertaining to not coaching are due to political reasons. None of the responses evoked a high frequency relating to reasons to not coach within the sample. Table 10 shows the frequency of why respondents do not volunteer to coach. This provides comparison to the political reasons to not coach. Similar to past coaches the intention was to conduct a t-test in hopes of finding a significant difference amongst the group; however, the large spread between 'yes' and 'no' for each statement did not allow this to be possible. Therefore, hypothesis 5 cannot be tested since the political factors of coaching were not reported to be a reason for parents to not coach.

Table 8

Political reasons for one to withdraw from coaching (n=64)

| Variable(s) | <u>Yes</u> | <u>No</u> | <u>Valid %</u> |
|----------------------------|------------|-----------|----------------|
| Anxiety | 3 | 61 | 4.69 |
| Negative Parent Experience | 3 | 61 | 4.69 |
| Unclear Role | 4 | 60 | 6.25 |
| Parent Issues | 5 | 59 | 7.81 |
| Burnt Out | 3 | 61 | 4.69 |
| Board Member Problems | 5 | 59 | 7.81 |
| Unrealistic Expectations | 0 | 64 | 0.00 |

Table 9

Political reasons why one did not coach (n=42)

| Variable(s) | <u>Yes</u> | <u>No</u> | <u>Valid %</u> |
|----------------------------------|------------|-----------|----------------|
| Organization is run poorly | 2 | 40 | 4.8 |
| Do not want to deal with parents | 6 | 36 | 14.3 |
| Potential board issues | 4 | 38 | 9.5 |

Table 10

Reasons why one did not coach (n=42)

| Variable(s) | <u>Yes</u> | <u>No</u> | <u>Valid %</u> |
|-----------------------------------|------------|-----------|----------------|
| I do not have the skills | 30 | 12 | 71.4 |
| I am too busy | 25 | 17 | 59.5 |
| I was never asked | 8 | 34 | 19.0 |
| I do too much other volunteering | 7 | 35 | 16.7 |
| I do not have leadership skills | 5 | 37 | 11.9 |
| I coach a different sport | 4 | 38 | 9.4 |
| I am volunteer on the board | 4 | 39 | 9.3 |
| I have no interest in sports | 2 | 40 | 4.8 |
| I do not have experience | 1 | 41 | 2.4 |
| The organization demands too much | 0 | 42 | 0.0 |

Further Analysis

Parent issues while coaching

Coaches, both past and current, were asked if they ever had a problem with a parent while coaching. Of the valid responses, 64.3 percent of coaches said that they had a problem with parents in the past (see Table 11).

Even though these coaches had issues with parents in the past, it did not necessarily mean that it made them want to quit coaching. When asked about these situations with parents; most coaches indicated that they did not have a problem with the parents, as it was seen as a way to get a better understanding of the situation. However, a large number of coaches have had to deal with irrational and unneeded confrontations with parents. Despite these confrontations, only 2 coaches quit solely because of issues with parents (see Table 12).

Table 11

Problems with parents by sport

| Variable(s) | <u>Yes</u> | <u>No</u> | <u>Valid %</u> |
|-------------|------------|-----------|----------------|
| Baseball | 17 | 11 | 60.7 |
| Hockey | 34 | 46 | 73.9 |
| Soccer | 21 | 17 | 55.3 |
| Total | 72 | 112 | 64.3 |

Table 12

Situations with parents

| <u>Variable(s)</u> <u>Selected</u> | <u>Selected</u> | <u>% of</u> |
|--|-----------------|-------------|
| Rational Conversation (better understanding) | 38 | 52.8 |
| Yelling but I had support, they calmed down | 6 | 8.3 |
| Irrational but I dealt with it | 26 | 36.1 |
| Irrational and it made me quit | 2 | 2.8 |

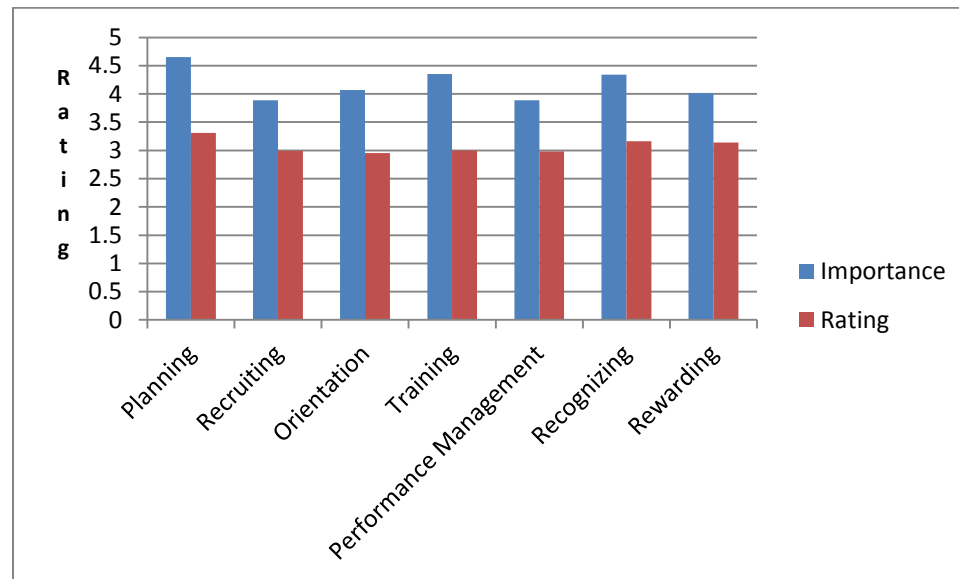
Human Resource Management

The respondents were asked to indicate how important they felt each principle of human resource management was on a Likert scale of 1-5, with 5 being very important. Planning was deemed to be most important with a mean of 4.65. Training and recognizing volunteer coaches were the next most important with means of 4.35 and 4.34 respectively. As Figure 6 shows, orientation, rewarding, recruiting, and performance management were seen as less important than the other principles.

Respondents who had coached in an association were asked to rate the associations on each principle. The three associations were combined to form one mean score for each principle. The scores, as shown in Figure 6, revealed that the three

associations in Aylmer have room for improvement as planning was the highest score with a mean of 3.31. All of the scores were around the “neutral” rating.

Figure 6- Human Resource Management principles importance and rating



A variety of different analyses were conducted in order to find ways for youth sport organizations to better retain their coaches. In regards to the Model of Volunteer Retention in Youth Sports, P-T fit is the best predictor of volunteer coach retention. The analyses also revealed that the controllable factors were less of a reason for withdrawal from coaching in youth sports than the uncontrollable factors. Political reasons did not have a large impact on why coaches quit their volunteer responsibilities with youth sport. These different analyses lead to a better explanation of how youth sport organizations can better retain their volunteers. In addition to better retention human resource management was analyzed to provide a better understanding of outside influences involved with coach retention.

Chapter 5: Discussion

The Model of Volunteer Retention in Youth Sports provides a basic understanding of how to better retain volunteer coaches. In this study, P-T fit was determined to be the best predictor of volunteer coach retention. In addition to the Model of Volunteer Retention in Youth Sports other reasons for coach retention were investigated.

Modified Model of Volunteer Retention in Youth Sports

The modified Model of Volunteer Retention in Youth Sports deals with the factors of retention (P-T fit, P-O fit, managerial treatment, and empowerment) as described by Kim et al. (2007). In this study, it was found that some factors are better predictors of retention than others; P-T fit was the best predictor of volunteer coach retention. P-T fit has the strongest relationship with a volunteer coach's willingness to continue to coach youth sport. In other words, a volunteer's ability to do the tasks being asked of them by the organization is extremely important. Wymer and Starnes (2001) explained that volunteers do best in situations where they are able to use the skills that interest them. If one does not have the necessary skills, they may become stressed and anxious leading him or her to quit coaching (Putnam, 2000; Starnes & Wymer, 2001). P-T fit also relates to an uncontrollable reason to quit. Since coaching is time consuming it is a main reason of withdrawal since the task takes up too much time (Weiss & Sisley, 1984). When a coach has the correct training and the ability to make time for volunteering, he or she will continue. The results of this study support the notion that P-T fit is an important factor in determining coach retention.

While P-T fit was found to be significant and the strongest influential factor of volunteer coach retention, managerial treatment and empowerment proved to have much less of an effect. Managerial treatment was significantly correlated to one's intention to continue coaching; however the relationship was a moderate one. This is inconsistent with the results of past research studies that reported that good relationships, recognition, and support of the board of the organization were likely to influence an individual's intention to continue coaching (Wardell et al., 2000; Weiss & Sisley, 1984). Many studies have emphasized the importance of a strong positive relationship with the organization's administrative board (Hustinx & Handy, 2009; Kim et al., 2007; Weiss & Sisley, 1984). The fact that in this study managerial treatment did not impact a volunteer coach's intention to continue coaching is surprising. A reason that managerial treatment did not have a strong relationship with one's intention to continue coaching with youth sport organizations could be because coaches, for the most part, understand the situation they are getting into. Most coaches understand the competitive nature of the job and how they will be treated by the board executive and parents. The fact that coaches understand the circumstances they are entering is a reason why managerial treatment may not be as strong of an indicator of coach retention as assumed.

A coach's relationship with the organization also impacts P-O fit, as the goals and mission of the organization should match those of the volunteer. In this study P-O fit was significantly correlated to the intention to continue coaching, however it was a moderate relationship. This is still a relationship which should not be ignored. The fact that P-O fit is related to coach retention supports past research that stated that the volunteer and organization need to agree with, share, and express the individual and organization goals

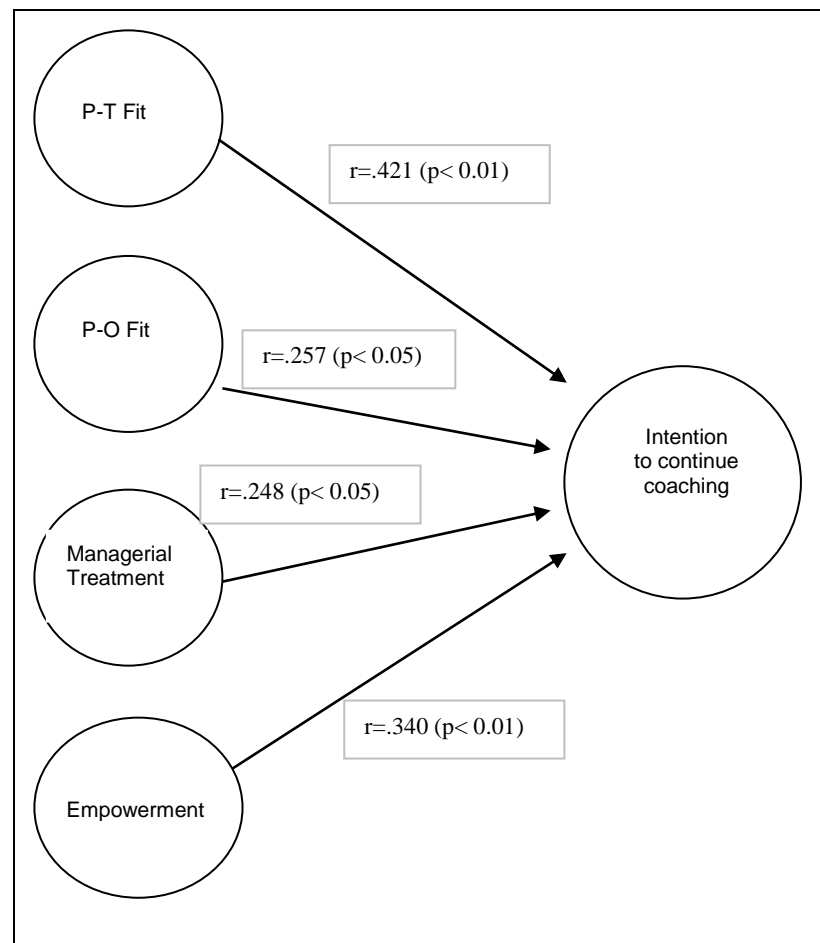
(Chelladurai, 2006; Hustinx & Handy, 2009; Starnes & Wymer, 2001). This connection between P-O fit and coach retention is meaningful, especially since Cuskelly (1995) found that accepting and agreeing with the organization's goals and values lead to a greater sense of commitment to that organization. While this sense of commitment is undeniably significant, at times the goals and values of the organization may be beyond the scope of the coach as they deal with the particulars of their own team.

Empowerment had the opposite influence on coach retention as there was a significant correlation between empowerment and one's intention to continue coaching. A possible reason for these results concur with how Kim et al. (2007) used empowerment as a mediator between the other factors and coach retention in the Model of Volunteer Retention in Youth Sports. This could have impacted the insignificant relationships between the statements of empowerment; thus the mean score is unreliable. That is why each statement was correlated to retention also, but only one statement revealed a significant relationship. *I am confident about my ability to do my job* was significantly related to the intention to continue coaching; the other statements regarding empowerment were not. The coach being confident about his or her abilities may also relate to P-T fit. Weiss and Sisley (1984) discussed when a coach feels as if he or she does not have the abilities to be a good coach it may lead to them quitting their position. Kim et al. (2007) discussed how organizations need to empower their volunteers in order to make them feel important. Between having the abilities to do the job and feeling as if they have the support of the organization, confidence is a predictor of coach retention.

The relationships between the factors of the modified Model of Volunteer Retention in Youth Sports and the intention to continue coaching are indicators of

volunteer coach retention for youth sport organizations. As seen in Figure 7, the data provides evidence of relationships within the modified Model of Volunteer Retention in Youth Sports. The figure provides visual comprehension of the relationships that were supported in the study.

Figure 7- Relationships in the modified Model of Volunteer Coach Retention in Youth Sport



The modified Model of Volunteer Retention in Youth Sports provides a broader understanding than the original model presented by Kim et al. (2007). The figure exemplifies the significant relationships within modified Model of Volunteer Retention in

Youth Sports discovered in the study. The relationships affect volunteer coach retention while other proposed relationships did not. The modified Model of Volunteer Retention in Youth Sports influences volunteer retention; however, there are other issues that happen within youth sport organizations that can influence coach retention. Starnes and Wymer (2001) explained the reasons to withdraw from coaching as either controllable or uncontrollable by the organization. The controllable reasons are instances that the organization should have control over. The current researcher assumed that these controllable reasons would be a more frequent reason for coach withdrawal than more uncontrollable reasons. This assumption was not supported by the data analysis.

Coach Withdrawal

The uncontrollable reasons to withdraw from coaching accounted for 79.9 percent of the reasons selected to cease coaching. There were four survey options related to being too busy and withdrawing from coaching when one's child stops playing. Being too busy or having a change in one's schedule cannot be impacted by the organization, but still must be addressed. Weiss and Sisley (1984) found that the time one has to devote to coaching is the main reason for withdrawal. Unfortunately, there is not much that can be done in terms of the time commitment. Parents who have children participating in youth sports often coach their children. Weiss and Fretwell (2005) discussed how most coaches only coach for the time they get to spend with their child(ren). O'Conner and Bennie (2006) stated that being an interested parent or relative is a reason to continue coaching. However, when the child stops playing these parents and relatives often stop coaching. This is not a new phenomenon as previous studies reflected the same findings (O'Conner & Bennie, 2006; Weiss and Sisley 1984). When

coaches quit because their children no longer play, there must be other parents to step in, especially those who have children just entering the organization. If the organization is good at retaining coaches and keeping their coaches happy, it will create a cycle of coaches on leaving the organization when their children no longer play. The cycle will continue on as children continue to play youth sport. Organizations, however, need to find a way to retain these coaches for their child's entire playing time and possibly beyond. The organization must try to gain a sense of commitment in order for coaches to want to extend their coaching time past their children's time playing youth sport. Organizations need to be especially concerned with the coaches who quit before their children cease playing. While the organizations should be aware of these controllable reasons, this study revealed that controllable reasons of withdrawal did not have a large impact on coaches quitting. This means that the vast majority of coaches in the study did not deal with the issues. It does not mean that these issues do not exist; rather they were just not experienced by the respondents. It could also relate to the findings within managerial treatment and the fact that coaches only dealt with issues they were aware of before beginning the coaching position thus those reasons were not the reason they quit, even if they were negative experiences.

In addition to controllable factors, issues with other parents were included in the study analysis. According to Wiersma and Sherman (2005) parents are the greatest stressor on coaches. When parents become an issue that causes coaches to quit, new parents may be less willing to step up to coach that age group. The current study did not find that a lot of coaches quit because of these parent issues. Weiss and Fretwell (2005) discussed how being a parent and coach could make the other parents see your moves

differently. Coaches may be scrutinized by other parents, but the current study found that even though coaches and parents had disagreements at times it was not a reason for coach withdrawal. There is no explanation for the non-findings except that the larger population does not have issues with parents. However, problems with parents could be a large issue in a different population. The other possible explanation for the non-findings in this study is that those coaches who do have problems with parents continue to coach. They cited the reasons to continue coaching, not issues he or she has while coaching. When looking at the situations coaches had with parents, it showed that over half of the coaches had some issues with parents. However, most of the time, the situation between the parent and coach was deemed to be solved through a rational conversation. Over half of the situations were described this way. More negative situations were less frequent but still need to be addressed. Organizations need to provide a guideline for parents regarding how they can interact with a coach. Some coaches in this study are putting a 24 hour guideline in place during which time the parents may not talk to the coach (Personal Communication, 2011). The idea is that the parent will have time to calm down during this time and then the problem can be resolved through a rational conversation. Even though only two coaches in this study quit because of an issue with a parent, this type of situation must be stopped in order for organizations to better retain their volunteer coaches.

Politics of Coaching

Parent issues in youth sports were also dealt with in the third research question. Political reasons did not impact volunteer coaches from withdrawing in the data. Even though t-tests could not be done due to a lack of variety in the data, the fact that so many

respondents indicated that political reasons were not the reason to quit it implies that these reasons are not good indicators of coach retention. The study also revealed that non-coaches were not disengaged due to the fear of political issues. The study found that political issues did not impact a coach's decision to quit nor dissuade people from considering to be a volunteer coach.

In this study, then, political, or overall controllable, reasons to quit coaching were not primary reasons for coach withdrawal even though the political reasons were assumed to be important due to the findings of past research (O'Conner & Bennie, 2006; Starnes & Wymer, 2001; Wiersma & Sherman, 2005). The current study found that the most important reason to volunteer was to be with family. All of the focus on the relationships with organization members and the impact that parents have on coaches provided misjudgement in the hypothesis (O'Conner & Bennie, 2006; Wiersma & Sherman, 2005). Organizational and parental influences on volunteer coaches need to be treated as secondary reasons for coach withdrawal. The main reasons found for withdrawal were when a family member stopped playing and when the task of coaching became too time consuming.

In addition to a lack of evidence of coach withdrawal due to political aspects, the sample provided a lack of evidence regarding non-coaches. Non-coaches did not express political reasons as explanation for not coaching youth sports. There are many possible reasons for this finding. First, the associations may not have a problem with board members and parents in this area. Just as with the lack of parental issues, the population may have an influence since it may be a local trend that these organizations are doing a good job at keeping problems to a minimum. Secondly, political issues may be a

secondary factor. There may be parents who do not want to deal with the political aspects of coaching but would not coach even if those political issues did not exist because they have a lack of time, are not interested in sports, or do not have the abilities to coach. All of these reasons may impact volunteers coaching youth sports. They must all be recognized since there may be more than one reason to quit. Clary and Snyder (1999) discussed that most volunteers have more than one motive to begin coaching. It is also true that they most likely have more than one motive to not get involved.

Human Resource Management

Human resource management is beginning to be incorporated into volunteer organizations (Cuskelly et al., 2006). With youth sport organizations establishing human resource management principles into their operations, it is important to understand which are most important and how effectively organizations are currently using these principles. Past research has deemed planning, training, and recognition as important. Cuskelly et al. (2006) stated that good planning can lead to less turnover in an organization. Training is identified as one of the most significant factors pertaining to coach retention as it provides the coach with the necessary skills to do the tasks required of them (Bloom et al., 2008; Weiss & Sisley, 1984; Wiersma & Sherman, 2005). Recognizing a volunteer indicates to the coach how important he or she is to the organization (Driedger, 1997; Pfahl, 2008). The results of the current study confirmed that the most important principles were planning, training, and recognizing volunteers. Since human resource management principles were developed in the employed workforce, the principles that the members of volunteer organizations feel are important may best determine how such organizations need to go through their daily and yearly routines.

Current and past coaches rated the three youth sport organizations on how each was doing related to the principles of human resource management. The ratings of these respondents found that the organizations were doing best at the planning, recognizing, and rewarding principles. It is assumed that this is where the organizations were putting most of their efforts. When an organization puts more time into following a principle, it generally means that they do better in that aspect of their organization. In this case, it means that training needs to become a focus of the organization so that they can meet respondents' expectations. The organizations could focus on all of the principles as they try to reach employment type atmospheres within their organization. The other option for organizations is to only focus on the most important principles using the findings of this study. They might want to survey their own organization independently, or have directors on the board rank the human resource management principles. Focusing on a few principles would allow the organization to do a very good job in a limited number of areas. This would provide a good foundation for the organization. The organizations should keep in mind that planning impacts all other aspects of the organization. Training directly relates to performance management and impacts rewarding and recognition is based on planning, training, and performance management and directly relates to volunteer coach retention.

The approach that youth sport organizations take when deciding which principles to implement is not important as long as human resource management principles are incorporated to meet the vision and plans of the organization. Darcy et al. (2008) discussed the three types of volunteer management and it seems that most organizations most frequently employ a traditional or operational style. These types of management do

not provide a strong enough basis for the volunteer in order to retain them for a longer period of time with the organization. Organizations need to use human resource management principles to develop a contemporary style of volunteer management. Contemporary theory of volunteer management would provide organizations with more formal procedures, which would lead to less turnover (Byers, 2009). Using human resource management principles may reduce informal structures within youth sport organizations and improve volunteer retention.

Limitations

The most influential limitation of the study is the response rate. The decision to do an online survey through Survey Monkey resulted in fewer respondents than was hoped. Having a smaller response rate led to less experiences being gathered and could have impacted the results. Specifically a larger sample rate may have allowed for a larger variety of answers for research question three; possibly allowing for the t-test to be done.

Another limitation relating to political issues and reasons for withdrawal is the fact that the survey request emails were sent through the organizations. The data collection was done through using the organization's email list, which may have made respondents less likely to respond truthfully. It was explicitly stated that the organizations would not see the results but that may not have persuaded the respondents to providing their true feelings. In order to deal with these issues, if the study was to be done again, the researcher would collect data through in person-paper questionnaires at sporting events. By collecting in person at sporting events would provide distance from the organizations and hopefully also provide more incentive for possible respondents to

fill out the survey in order to be part of a larger scale project rather than a possible perception that the organization is using these results.

The Model of Volunteer Retention in Youth Sports is also a limitation to the study. The study was based on a modification of the model. There is limited research on the topic area outside of the research done by Kim et al. (2007) leading to a lack of support for the factors within the model. Not being able to use other studies to provide support to the factors of the model leads to a lack of strength in both the Literature Review and Discussion. In the future, further research needs to be developed to allow for greater relationships to be built with the factors of the model.

The final limitation is the level of measurement that was used for certain questions. Using a nominal level of measurement on the questions regarding coach withdrawal did not allow for a comparison to be made between certain reasons for withdrawal with the factors of the Model of Volunteer Retention in Youth Sports which previous research linked together. Using a different level of measurement may have provided more opportunities for tests to be done and provide strength to the study. If the study would have used a Likert scale to measure the reasons to continue coaching and reasons to withdraw from coaching it would have provided an opportunity to do a correlation to expand on the relationships between the Model of Volunteer Retention in Youth Sports and reasons to continue to coach or withdraw from coaching. The potential relationships between the factor of the Model of Volunteer Retention in Youth Sports and reasons to continue coaching or withdraw from coaching were stated in chapter 3, not being able to expand on these due to the level of measurement of some questions was a

limitation of the study. If done again, the researcher should take this into consideration in order to provide more tests to be done on the collected data.

Future Research

In terms of future research, there are several considerations within the field of youth sport and coaching. While volunteer coaches do not get paid for their time they do use the resources of youth sport organizations. In order to provide the best possible service for youth playing sports research needs to continue. As Putnam (2000) discussed, volunteering changes from generation to generation and the reasons to volunteer for youth sports are also evolving. By continually evaluating volunteer retention in youth sport, there will be an understanding of how organizations can best fill the needs of their coaches.

Originally this researcher thought that empowering coaches would be an important aspect of retention. Empowerment had a significant relationship to coach retention; however, it was not as strong a correlation as expected. The mean score was also found to be unreliable which impacts the results found. Empowerment may need to be re-tested on a different population to take a closer look at the statements and how they relate to each other. If there is not a common theme within the factor, it does not allow for empowerment to be tested accurately with retention. Significant correlations between the statements of empowerment would allow for all four factors of the Model of Volunteer Retention in Youth Sports to be accurately tested in regards to influencing retention. Whether empowerment is being compared to retention or as a mediator, as used by Kim et al. (2007), the relationship between the statements of empowerment must be significant.

Finally, in the future it would be useful to look further into how human resource management impacts youth sport organizations. Does human resource management make a difference? According to the current research findings, some principles are more important than others. Planning, training, and recognition were found to be imperative to respondents thus organizations need to apply these principles to determine their effects. It may take time for the effects of human resource management to make a difference in volunteer organizations as they will take time to implement.

Conclusion

Recently, there has been a decline in the number of youth sport volunteers (Doherty, 2005; Heidrich, 1990; Kim et al., 2007; Putnam, 2000). Youth sport organizations depend on volunteers to run the organization; without volunteers the leagues for youth would cease to exist. In hopes of finding a method to better retain youth sport volunteers, Kim et al. (2007) developed the Model of Volunteer Retention in Youth Sports. In addition to the four factors within the Model of Volunteer Retention in Youth Sports, there are other reasons that may influence a coach's decision to remain with a youth sport organization. Reasons to quit coaching effect both uncontrollable and controllable reasons. Parents may also have an affect on a coach's decision to quit. Wiersma and Sherman (2005) remarked that parents are the coach's greatest stressor.

The current study found that P-T fit was the best predictor of volunteer coach retention. When a coach does not feel as if he or she can do required tasks, it creates a tentative atmosphere for the volunteer. When a coach is not trained so that they have the necessary abilities, it may lead to anxiety and stress, and ultimately quitting (O'Conner & Bennie, 2006; Weiss & Sisley, 1984). When these areas of concern are taken care of, a

coach is likely to continue coaching. However, P-T fit also deals with having the time to commit to being a volunteer coach. Weiss and Sisley (1984) found that a primary reason for coaches to quit was the fact that coaching is too time consuming. The current study found this to be true as the uncontrollable factors of coach withdrawal were evident. Past coaches, in this study, quit most often due to the fact that their children stopped playing or because coaching became too time consuming. O'Conner and Bennie (2006) and Wardell et al. (2000) found that a reason to withdraw from coaching was other commitments such as family obligations and a conflicting work schedule. On the other hand, having a child playing the sport is one of the main reasons to be a volunteer coach (O'Conner & Bennie, 2006; Weiss & Sisley, 1984).

There is no clear cut answer on how to best retain volunteer coaches for youth sport teams, but perhaps a multi-dimensional approach will provide the solution. First of all, in order to retain coaches' organizations need to ensure the coach is trained to do the tasks required of them. If an individual cannot complete the tasks required he or she will withdraw from coaching. Secondly, in addition to having the abilities to coach organizations need to allow coaches to do their job. This is the most important finding, as past research suggests that organization boards and parents get in the way of the coach at times causing them to withdraw from coaching; however this was not found to be true in the current study. Scheduling problems and children ceasing their involvement were found to be the primary reasons for coaches to withdraw. Organizations are encouraged to let coaches do the tasks required of them without continuous interference and to implement human resource management principles. Using the principles of human resource management will provide formal procedures and structures for the organization

and provide opportunities to follow up with coaches. In addition, human resource management will provide performance management evaluations to take place allowing the coach to understand how he or she has performed as a volunteer coach.

It is clear that youth sport organizations need to develop ways to ensure their programs are keeping their coaches. The Model of Volunteer Retention in Youth Sports provides an approach to volunteer coach retention that should be considered in addition coach withdrawal. There is no dispute that due to the declining number of volunteer coaches in youth sports, organizations need to better retain their coaches. The current study found that the best way to do this is through Person-Task Fit and providing support to try and keep coaches in service for as long as their children are participants.

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Appendix A

Instrument and Item Development

The modified Model of Volunteer Retention in Youth Sports was based on the Model of Volunteer Retention in Youth Sports developed by Kim et al. (2007). The four factors for this model are Person-Task fit, Person-Organization fit, Managerial Treatment, and Empowerment- were related to the intention of the volunteer coach to continue coaching with that association. A correlation of the statements within each aspect of the model was conducted; the statements were collapsed to provide an overall average for each. The overall number for each was correlated with the volunteer's intention to continue coaching with that organization next season and his or her intention to not coach again with that organization. The correlations revealed the relationship between each of the aspects and the intention of respondents coaching again. The questions that were used to judge the modified Model of Volunteer Retention in Youth Sport were 25, 40, and 55. Within these, there were a-q statements providing information for each of the factors respectively; person- task fit (j, l, n), person-organization fit (b, d, f), managerial treatment (a, c, e, g, h), empowerment (I, k, m, o), and retention/ withdraw (p, q).

In addition to understanding the relationship each factor has with the volunteer coach's intention to continue coaching or intention to quit, there are other reasons that could explain the decision to quit coaching. In order for youth sport organizations to better understand coach retention, they must understand the reasons coaches have for quitting. The questions that deal with coach withdrawal are questions 23, 24, 38, 39, 53, and 54. A frequency was used to determine what factors of coach withdrawal were most

common in the study. Even though the reasons of withdrawal were not sourced from a model, they were included based on a number of studies and their possible relation to the Model of Volunteer Retention in Youth Sports.

P-T fit relates to reasons both controllable and uncontrollable reasons for withdrawal. There are many reasons for an individual to quit coaching; one of the main reasons being issues with parents. Organizations need to lend support to the coach but cannot be accountable for the parents in the association. Another reason for coach withdrawal that is related to P-T fit is when anxiety or stress leads to an unfavourable experience for that volunteer. Anxiety and the stress of coaching have been an issue with coach retention at times (O'Conner & Bennie, 2006). The anxiety and stress of a coach may be based on the level of skills one possesses as Weiss and Sisley (1984) found that when coaches do not have the abilities needed, it leads to withdrawal. The last reason to quit coaching related to P-T fit is a lack of time; some people feel time pressures and sense they do not have time for large commitments such as coaching or at times a past coach may switch jobs leading to a change in time commitments (Putnam, 2000; Starnes & Wymer, 2001). The reasons for a lack of time may be related to the scores for P-T fit as a way that if one does not have the time to put towards coaching a team he or she may not feel as if they can do the task being asked of them.

P-O fit can be related to both continuation of volunteering and withdrawal from volunteering. The case within P-O fit is that instances can be both reasons to continue as well as reasons to withdraw depending on the situation. Chelladurai (2006) found that volunteers need to agree with the goals and processes of the organization. When volunteers and the organization have the same goals, it creates a genuine relationship

between them leading to a desire to continue. Hustinx and Handy (2009) supported Chelladurai's findings of how volunteers need to share the values and goals of the organization while Starnes and Wymer (2001) expressed that volunteers need a chance to express their beliefs and values. When volunteers have the same goals and values as the organizations they are working for, it creates a positive atmosphere that can make an individual content to be volunteering. When the volunteer and the organization do not share the same values and goals, it can create problems. Problems can occur within the organization when the values of the volunteer do not meet the way the organization is progressing (Maslach & Leiter, 2005). When a volunteer does not agree with the values of the organization, it becomes a reason for the volunteer to cease their involvement with the organization. This reason for withdrawal can be both controllable or uncontrollable as sometimes it may be the one volunteer disagreeing with the direction of the organization; however, on other occurrences the organization may be turning against its mandate meaning the organization is no longer striving to meet its goals, causing a controllable reasons for why these volunteers are leaving.

Managerial Treatment is related directly to the directors on the organization administration board. When there are issues between the volunteer coaches and the directors on the board, it can create problems for the volunteers. Managerial treatment is related to reasons to withdraw because of this disconnection between the board of the organization and the volunteer. Problems arise when the organization and coach do not agree with what is needed to do a task. If coaches have unrealistic expectations placed upon them or an unclear role, it may lead the volunteer to withdraw from coaching (Starnes & Wymer, 2001). The issue of what is expected from the volunteer coach

should be dealt with by the organization. The issue could also be avoided with newer coaches before becoming an issue with the correct training. Starnes and Wymer (2001) found that a coach who receives poor training is more likely to withdraw from coaching. When a coach feels like they cannot do the job to the ability others expect from them, it leads to them no longer wishing to give their time to the organization. Maslach and Leiter (2005) found two other reasons that may lead to a volunteer not wishing to continue coaching with the organizations: being overworked and when the reward is not worth the work. If an individual is overworked and not seeing the rewards of coaching it may be a large factor in his or her decision to cease coaching.

Coaches need to see the impact that the organization board can have in helping a coach through certain situations. When a coach is valued, supported, recognized, and rewarded it gives them a reason to continue volunteering with that organization (O'Conner & Bennie, 2006). When the coach feels the support of an organization, it helps them feel needed. O'Conner and Bennie (2006) found that coaches shown support during difficult times are more likely to continue volunteering, especially if it helps relieve some anxiety. In order to retain coaches from a managerial treatment stand point, the organization needs to find a way to make their volunteers feel important. When there are problems between the organization and the volunteer, it leads to the volunteer no longer wanting to be with the organization (Maslach & Leiter, 2005; Starnes & Wymer, 2001).

When volunteers are treated right, they are likely to continue volunteering with the organization and it may effect their empowerment. The aspects that relate empowerment to continued volunteering deal with the power one feels during their

volunteer time. When a volunteer feels as if he or she are taken seriously and supervision is not an issue, it allows for the volunteer to feel empowered (Cuskelly, 1995; Kim et al., 2001). This means that the volunteer has the chance to feel powerful in the situation and a chance to follow things through the way he or she envisioned it. Starnes and Wymer (2001) discussed that coaches need to have a chance to express and reach their goals. Making their goals a reality, allows coaches to want to continue to strive for those goals. Kim et al. (2007) found that a main reason to continue volunteering is when trust is placed in the volunteers' hands to do a good job and not having to continually ask for permission. Being supported is important but the volunteer needs to feel the ability to move forward without continually having to "check in". The volunteer needs to have a perceived feeling of control over the situation (Kim et al., 2001). When power is not available to the volunteer, it causes them to feel as if they do not have a large enough impact in the work they do, leading them to not continue volunteering with the organization.

In relating empowerment to reasons for withdrawal, it becomes apparent that reasons to withdraw are the counter actions of reasons to continue. When a volunteer feels as if he or she does not have any power, it leads him or her wishing to discontinue his or her time with the organization (Maslach & Leiter, 2005). Not having power may not be the only issue as the wrong people having power may also be an issue. If there are problems with fairness in the organization, it can lead to some volunteers not getting an equal opportunity. If there are problems with fairness in the organization, it can lead to the volunteer no longer wanting to coach with that organization. If a volunteer is not

getting the correct resources or opportunities, it can hinder their willingness to stay with the organization.

The modified model of volunteer retention in youth sport examines the various factors of the model (P-T fit, P-O fit, managerial treatment, and empowerment) and their relation to the volunteers' willingness to continue to volunteer. This is achieved through correlating each of the factors to the respondents' intention to continue volunteering and intention to quit coaching. This study also looked at various reasons why a coach may withdraw from coaching. These reasons were counted on a yes-no basis and lead to t-tests to determine if there was a significant difference between those who experienced those reasons and those who did not.

Appendix B

Impacting Coach Volunteerism in Youth Sports Survey

For this survey, coaches are defined as any person on the coaching staff; whether coach, trainer, manager, or practice coach.

1. What is your gender?

☐ Male ☐ Female

2. What year were you born? _____

3. What is your highest level of education?

☐ Less than High School ☐ Some University
☐ High School ☐ University Degree
☐ Some College ☐ Master's Degree
☐ College Certificate ☐ Doctoral Degree

4. Did you ever participate in youth sports as a child?

☐ Yes ☐ No

5. How many children do you have that participate in youth sports? _____

6. What sport(s) does your child(ren) participate in? **(Click all that apply)**

☐ Hockey
☐ Baseball
☐ Soccer
☐ Other: _____ (please specify)

7. Do you think criminal background checks on coaches are important?

☐ Yes ☐ No

8. Have you ever been asked to coach a youth sport team?

☐ Yes ☐ No

9. If yes to #8, did having to do a criminal background check affect your decision to coach?

☐ Yes ☐ No

10. How important do you feel the following aspects are to the operations of youth sport organizations? (1= not important at all, 2= not important, 3= neutral, neither important or not, 4= important, 5= very important)

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recruiting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Performance Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizing/ Appreciating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rewarding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Have you ever been a volunteer coach with your child's sport team or association?

☐ Yes ☐ No

If you answered NO to question #10, please skip to question #57

Provide results for time with Aylmer Minor Baseball Association (AMBA) only, if you have never coached for AMBA please continue.

12. What were the motivations for getting involved with coaching an AMBA team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Share the same values as the organization
- ☐ To fill a need in the community
- ☐ To develop new skills
- ☐ Was recruited by someone I know who is with the organization
- ☐ For the community recognition that volunteer coaching provides
- ☐ Other: _____

13. What most motivated you to coach a team with AMBA? **((Please select the top 2 reasons for your decision[s])**

- ☐ I am interested in the sport
- ☐ In order to make friendships
- ☐ Because my child plays on the team
- ☐ To improve employment opportunities
- ☐ For personal development
- ☐ Other: _____

14. While coaching with AMBA have you ever had a parent disagree with your coaching style?

- ☐ Yes
- ☐ No

15. If yes to #14, what best describes the situation?

- ☐ It was a rational conversation in order to gain a better understanding of the situation.
- ☐ They were yelling and screaming but I had reasons to support my argument leading to them calming down.
- ☐ It was completely irrational and unneeded, but I dealt with it.
- ☐ It was completely irrational and unneeded, it made me quit coaching

16. Was it required for you to take a coaches clinic?

- ☐ Yes
- ☐ No

17. Do you feel every coach should have to take a coaches clinic?

- ☐ Yes
- ☐ No

18. When I began my coaching with the association I was introduced to more experienced coaches in case I had questions.

- ☐ Yes
- ☐ No

19. Did you ever acquire coaching information through an avenue not required (such as through a mentor, or taking a coaches clinic that was not required)?

- ☐ Yes
- ☐ No

20. Do you still coach with AMBA?

- ☐ Yes
- ☐ No

If you do still coach with AMBA please answer question #22 and 23.

21. Which of these factors do you feel strongly about in relation to remaining to coach for AMBA? **(Please select the top 2 reasons for your decision[s])**

- ☐ Reimbursed for expenses
- ☐ Time with your child
- ☐ Enjoy giving back to community
- ☐ Am a skilful teacher

☐ Other: _____

22. Which of these factors are important when deciding to continue coaching an AMBA team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Training offered
☐ Feel appreciated by those involved
☐ I am successful, like the proud feeling and sense of accomplishment
☐ Continue to enjoy coaching
☐ Other: _____

If you no longer coach with AMBA please answer question #24 and 25.

23. What were the reasons behind your decision to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ Lack of time (due to work schedule, sickness in family)
☐ Too much Anxiety when coaching
☐ I only coached because my child(ren) were on the team
☐ Had too many negative instances with parents
☐ I had an unclear role with the association
☐ Association placed unrealistic expectations on myself/ the team
☐ Other: _____
☐ Other: _____

24. Why did you decide to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ My schedule changed causing a change in opportunity to coach
☐ Stopped coaching when child(ren) stopped playing
☐ I had too many issues with parents
☐ I got burnt out, no longer felt it was worth coaching
☐ Problems with members on the association's board
☐ No longer felt the 'good feelings' I once had
☐ Other: _____
☐ Other: _____

25. Please select the one that best describes how you feel about the following statements. (1=Strongly disagree- 2=Disagree- 3=Neutral- 4=Agree- 5=Strongly agree)

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I am treated unfairly by the association board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My values fit with the values of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I do not feel the work I do is appreciated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I support the goals and missions of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I feel I have received a fair amount of recognition for the volunteer work I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I am able to maintain my values during my volunteer work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. When I do a good job I receive the recognition I should. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. I do not feel my efforts are rewarded as they should be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. I am confident about my ability to do my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. My abilities fit the demands of the youth sports team I coach/ coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Members of the organizations board are always trying to redefine the way I do things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. I have the right skills for carrying out my coaching requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. I have a significant influence over what happens on my team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. There is a good match between the requirements of my volunteer work and my skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. The impact I make with my team can sometimes affect the way others in the organization do things as well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. I will volunteer for AMBA again next season. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Last season was my last; I will stop volunteering with AMBA. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. How would you evaluate AMBA on the following factors?

| | Poor | Not good | Good | Somewhat good | Very |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Well | | | | | |
| Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recruiting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Performance Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizing/ Appreciating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rewarding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Provide results for time with Aylmer Minor Hockey Association (AMHA) only, if you have never coached for AMHA please continue.

27. What were the motivations for getting involved with coaching an AMHA team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Share the same values as the organization
- ☐ To fill a need in the community
- ☐ To develop new skills
- ☐ Was recruited by someone I know who is with the organization
- ☐ For the community recognition that volunteer coaching provides
- ☐ Other: _____

28. What most motivated you to coach a team with AMHA? **(Please select the top 2 reasons for your decision[s])**

- ☐ I am interested in the sport
- ☐ In order to make friendships
- ☐ Because my child plays on the team
- ☐ To improve employment opportunities
- ☐ For personal development
- ☐ Other: _____

29. While coaching with AMHA have you ever had a parent disagree with your coaching style?

- ☐ Yes
- ☐ No

30. If yes to #29, what best describes the situation?

- ☐ It was a rational conversation in order to gain a better understanding of the situation.
- ☐ They were yelling and screaming but I had reasons to support my argument leading to them calming down.
- ☐ It was completely irrational and unneeded, but I dealt with it.
- ☐ It was completely irrational and unneeded, it made me quit coaching

31. Was it required for you to take a coaches clinic?

- ☐ Yes
- ☐ No

32. Do you feel every coach should have to take a coaches clinic?

- ☐ Yes
- ☐ No

33. When I began my coaching with the association I was introduced to more experienced coaches in case I had questions.

- ☐ Yes
- ☐ No

34. Did you ever acquire coaching information through an avenue not required (such as through a mentor, online resources, or taking a coaches clinic that was not required)?

☐ Yes ☐ No

35. Do you still coach with AMHA?

☐ Yes ☐ No

If you do still coach with AMHA please answer question #36 and 37.

36. Which of these factors do you feel strongly about in relation to remaining to coach for AMHA? **(Please select the top 2 reasons for your decision[s])**

- ☐ Reimbursed for expenses
- ☐ Time with your child
- ☐ Enjoy giving back to community
- ☐ Am a skilful teacher
- ☐ Other: _____

37. Which of these factors are important when deciding to continue coaching an AMHA team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Training offered
- ☐ Feel appreciated by those involved
- ☐ I am successful, like the proud feeling and sense of accomplishment
- ☐ Continue to enjoy coaching
- ☐ Other: _____

For those who no longer coach with AMHA please answer question #38 and 39.

38. What were the reasons behind your decision to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ Lack of time (due to work schedule, sickness in family)
- ☐ Too much Anxiety when coaching
- ☐ I only coached because my child(ren) were on the team
- ☐ Had too many negative instances with parents
- ☐ I had an unclear role with the association
- ☐ Association placed unrealistic expectations on myself/ the team
- ☐ Other: _____
- ☐ Other: _____

39. Why did you decide to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ My schedule changed causing a change in opportunity to coach
- ☐ Stopped coaching when child(ren) stopped playing
- ☐ I had too many issues with parents
- ☐ I got burnt out, no longer felt it was worth coaching
- ☐ Problems with members on the association's board
- ☐ No longer felt the 'good feelings' I once had
- ☐ Other: _____
- ☐ Other: _____

40. Please select the one that best describes how you feel about the following statements. (1=Strongly disagree- 2=Disagree- 3=Neutral- 4=Agree- 5=Strongly agree)

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I am treated unfairly by the association board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My values fit with the values of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I do not feel the work I do is appreciated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I support the goals and missions of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I feel I have received a fair amount of recognition for the volunteer work I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- f. I am able to maintain my values during my volunteer work. ☐ ☐ ☐ ☐ ☐
- g. When I do a good job I receive the recognition I should. ☐ ☐ ☐ ☐ ☐
- h. I do not feel my efforts are rewarded as they should be. ☐ ☐ ☐ ☐ ☐
- i. I am confident about my ability to do my job. ☐ ☐ ☐ ☐ ☐
- j. My abilities fit the demands of the youth sports team I coach/ coached. ☐ ☐ ☐ ☐ ☐
- k. Members of the organizations board are always trying to redefine the way I do things. ☐ ☐ ☐ ☐ ☐
- l. I have the right skills for carrying out my coaching requirements. ☐ ☐ ☐ ☐ ☐
- m. I have a significant influence over what happens on my team. ☐ ☐ ☐ ☐ ☐
- n. There is a good match between the requirements of my volunteer work and my skills. ☐ ☐ ☐ ☐ ☐
- o. The impact I make with my team can sometimes affect the way others in the organization do things as well. ☐ ☐ ☐ ☐ ☐
- p. I will volunteer for AMHA again next season. ☐ ☐ ☐ ☐ ☐
- q. I will stop volunteering with AMHA at the end of this season. ☐ ☐ ☐ ☐ ☐

41. How would you evaluate AMHA on the following factors?

| | Poor | Not good | Good | Somewhat good | Very |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Well | | | | | |
| Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recruiting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Performance Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizing/ Appreciating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rewarding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Provide results for time with East Elgin Youth Soccer (EEYS) only, if you have never coached for EEYS please continue.

42. What were the motivations for getting involved with coaching an EEYS team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Share the same values as the organization
- ☐ To fill a need in the community
- ☐ To develop new skills
- ☐ Was recruited by someone I know who is with the organization
- ☐ For the community recognition that volunteer coaching provides
- ☐ Other: _____

43. What most motivated you to coach a team with EEYS? **(Please select the top 2 reasons for your decision[s])**

- ☐ I am interested in the sport
- ☐ In order to make friendships
- ☐ Because my child plays on the team
- ☐ To improve employment opportunities
- ☐ For personal development
- ☐ Other: _____

44. While coaching with EEYS have you ever had a parent disagree with your coaching style?

- ☐ Yes ☐ No

45. If yes to # 44, what best describes the situation?

- ☐ It was a rational conversation in order to gain a better understanding of the situation.
- ☐ They were yelling and screaming but I had reasons to support my argument leading to them calming down.
- ☐ It was completely irrational and unneeded, but I dealt with it.

☐ It was completely irrational and unneeded, it made me quit coaching

46. Was it required for you to take a coaches clinic?

☐ Yes ☐ No

47. Do you feel every coach should have to take a coaches clinic?

☐ Yes ☐ No

48. When I began my coaching with the association I was introduced to more experienced coaches in case I had questions.

☐ Yes ☐ No

49. Did you ever acquire coaching information through an avenue not required (such as through a mentor, online resources, or taking a coaches clinic that was not required)?

☐ Yes ☐ No

50. Do you still coach with EEYS?

☐ Yes ☐ No

If you do still coach with EEYS please answer question #51 and 52.

51. Which of these factors do you feel strongly about in relation to remaining to coach for EEYS? **(Please select the top 2 reasons for your decision[s])**

- ☐ Reimbursed for expenses
- ☐ Time with your child
- ☐ Enjoy giving back to community
- ☐ Am a skilful teacher
- ☐ Other: _____

52. Which of these factors are important when deciding to continue coaching an EEYS team? **(Please select the top 2 reasons for your decision[s])**

- ☐ Training offered
- ☐ Feel appreciated by those involved
- ☐ I am successful, like the proud feeling and sense of accomplishment
- ☐ Continue to enjoy coaching
- ☐ Other: _____

For those who no longer coach with EEYS please answer question #53 and 54.

53. What were the reasons behind your decision to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ Lack of time (due to work schedule, sickness in family)
- ☐ Too much Anxiety when coaching
- ☐ I only coached because my child(ren) were on the team
- ☐ Had too many negative instances with parents
- ☐ I had an unclear role with the association
- ☐ Association placed unrealistic expectations on myself/ the team
- ☐ Other: _____
- ☐ Other: _____

54. Why did you decide to quit coaching? **(Please select the top 2 reasons for your decision[s])**

- ☐ My schedule changed causing a change in opportunity to coach
- ☐ Stopped coaching when child(ren) stopped playing
- ☐ I had too many issues with parents
- ☐ I got burnt out, no longer felt it was worth coaching
- ☐ Problems with members on the association's board

- ☐ No longer felt the 'good feelings' I once had
- ☐ Other: _____
- ☐ Other: _____

55. Please select the one that best describes how you feel about the following statements. (1=Strongly disagree- 2=Disagree- 3=Neutral- 4=Agree- 5=Strongly agree)

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I am treated unfairly by the association board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My values fit with the values of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I do not feel the work I do is appreciated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I support the goals and missions of the youth sport organizations I volunteer for. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I feel I have received a fair amount of recognition for the volunteer work I do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I am able to maintain my values during my volunteer work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. When I do a good job I receive the recognition I should. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. I do not feel my efforts are rewarded as they should be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. I am confident about my ability to do my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. My abilities fit the demands of the youth sports team I coach/ coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Members of the organizations board are always trying to redefine the way I do things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. I have the right skills for carrying out my coaching requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. I have a significant influence over what happens on my team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. There is a good match between the requirements of my volunteer work and my skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. The impact I make with my team can sometimes affect the way others in the organization do things as well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. I will volunteer for EEYS again next season. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Last season was my last; I will stop volunteering with EEYS. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

56. How would you evaluate EEYS on the following factors?

| | Poor | Not good | Good | Somewhat good | Very |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Well | | | | | |
| Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recruiting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Performance Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizing/ Appreciating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rewarding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Those who have not volunteered as a coach with Youth Sport Organizations please answer questions #57-60.

57. What are the reasons behind not volunteering with youth sport organizations? **(Please select the top 2 reasons for your decision[s])**

- ☐ I do volunteer as a director on the association board
- ☐ I am too busy (lack of time)
- ☐ I have no interest in sports
- ☐ I do too much other volunteering
- ☐ The organization is run poorly
- ☐ Organization demands too much from volunteers
- ☐ I was never asked
- ☐ Other: _____

58. Why have you not coached youth sports? **(Please select the top 2 reasons for your decision[s])**

- ☐ I do not have the skills to coach
- ☐ I do not want to deal with parents

- ☐ I do not have leadership qualities
- ☐ I do not have experience working with youth
- ☐ I did not want to deal with the potential issues with the administration board
- ☐ I coach a different sport: _____
- ☐ Other: _____

59. Would being guaranteed the opportunity to take a formal coaches clinic make you decide to begin coaching youth sports?

- ☐ Yes ☐ No

60. Do you intend to intend to volunteer with youth sport associations in the future (as coach or director on the administrative board)?

- ☐ Yes, as a coach
- ☐ Yes, as a director on the administrative board
- ☐ I am unsure
- ☐ No

All respondents please answer questions #61- 63.

61. Do you volunteer with other organizations?

- ☐ Yes ☐ No

62. How many organizations do you volunteer with? _____

63. What type of organizations do you volunteer with? **(Please select all that apply)**

- ☐ Church (religious Organizations)
- ☐ School
- ☐ Non-profit community associations
- ☐ I do not volunteer with an organization, I volunteer through one-on-one personal service
- ☐ Other: _____